

1980

# University of Vermont, College of Medicine Bulletin

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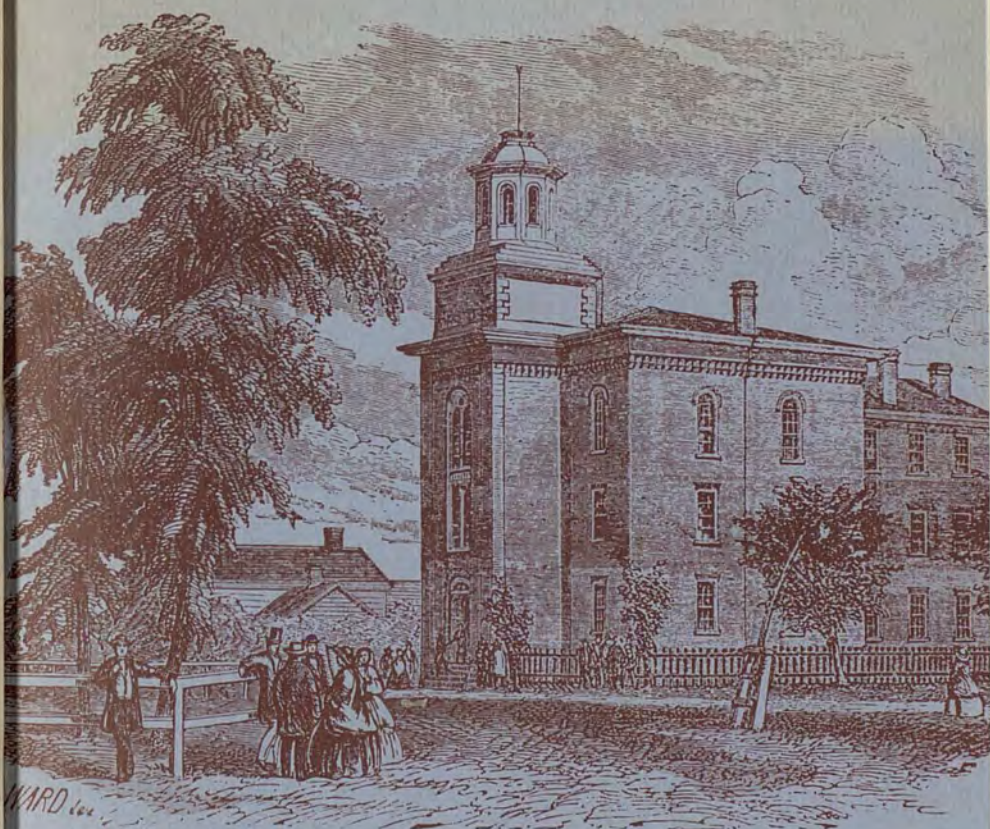
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University of Vermont  
COLLEGE OF MEDICINE  
1980-1981  
Bulletin



College of Medicine, University of Vermont, Burlington, Vt.  
Founded in 1822

Although its legal title is *The University of Vermont and State Agricultural College*, the University is known to its students and alumni as UVM. This popular abbreviation is derived from the Latin *Universitas Viridis Montis*.

The University of Vermont reserves the right to make changes in the course offerings, degree requirements, charges, and regulations and procedures contained herein as educational and financial considerations require, subject to and consistent with established procedures and authorizations for making such changes.

It is the policy of the University of Vermont not to discriminate against any person on the basis of sex, race, national origin, color, religion, age, or physical/mental handicap, in accordance with Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1972 (Executive Order 11246), Title IX of the Higher Education Act of 1972, the Age Discrimination Act of 1967 (as amended), and Section 504 of the Rehabilitation Act of 1973. Inquiries regarding affirmative action policies and/or programs should be directed to the Assistant to the President for Human Resources.

The University has embarked on a program to remove architectural barriers to make facilities accessible to and usable by the handicapped. Questions should be referred to the Office of Architectural Barrier Control.

\* \* \*

*Produced by the Office of Public Relations in cooperation with the Office of the Dean of the Division of Health Sciences. William A. Carey, Director, Editing: A. Bradley Soule, Ruth Kramer. Design: JoAnn Mannion, Jan Seygal. Typesetting: Frances Hogan. Proofreading: Cindy Oas, Nancy Cady.*

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Burlington, Vermont 05405

*Men are men  
before they are lawyers  
or physicians  
or manufacturers;  
and if you make them  
capable and sensible men  
they will make themselves  
capable and sensible  
lawyers and physicians.*

**John Stuart Mill**

OVERLEAF

Aerial View of College Green and Adjacent Buildings:

- (1) First College Building (Pomeroy Building)
- (2) Third College of Medicine (Dewey Building) on site of Second College of Medicine which burned in 1903
- (3) Fourth College of Medicine including the Medical Alumni and Given Buildings and Charles A. Dana Medical Library
- (4) Rowell Building housing the Schools of Nursing and Allied Health Professions
- (5) Mary Fletcher Unit of the Medical Center Hospital of Vermont
- (6) DeGoesbriand Memorial Unit of the Medical Center Hospital of Vermont







# BIENNIAL BULLETIN OF THE COLLEGE OF MEDICINE UNIVERSITY OF VERMONT

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*Helicopter arriving with premature infant for Intensive Care Nursery.*

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## History of the College of Medicine

The first General Assembly of the State of Vermont, convened in 1791, chartered The University of Vermont. Ira Allen, younger brother of Ethan Allen, had given 4,000 pounds sterling to help establish the institution. Instruction was started in 1800 and the first class graduated four years later.

Meanwhile Dr. John Pomeroy, for many years the leading physician of Burlington, began around the turn of the century to take pupils. In 1804 he was appointed Lecturer in Chirurgery and Anatomy and, in 1809, Professor of Physics, Anatomy and Surgery at the University. The position carried no stipend nor did the institution even provide a room in which to give instruction. By 1814 Pomeroy had so many students he could no longer accommodate them in his home and he consequently rented an empty store in which he lectured to a class of 12. His son, John N. Pomeroy (not a physician), added a course of lectures in chemistry in 1816 and to these the townspeople occasionally came, out of interest in the demonstrations.

In 1822 a faculty of five professors including John Pomeroy and Nathan R. Smith was assembled and the trustees of The University of Vermont ruled that the president might "confer medical degrees on such persons as shall attend the medical lectures and are recommended by the medical professors and lecturers of the University." Dr. Smith's father, the more famous Dr. Nathan Smith and the founder of the medical colleges of Dartmouth, Bowdoin, and Yale, is said to have helped in the organization of the Vermont school.

In the early years of the 19th Century only a small portion of medical education took place in the universities. The part-time doctor of colonial times had given way to the full-time professional physician but there was no legal regulation of the practice of medicine. Most degrees and certificates, if they were obtained at all, were granted by the medical societies after the candidate had served as an apprentice.

In the late 1820's a group of local physicians interested some philanthropically-minded residents of Burlington in buying land for a medical college building adjacent to the University campus and in 1829 a two-story brick building was built. In 1828 Benjamin Lincoln, the grandson of the famous revolutionary general of the same name, was invited to Burlington to give a course of lectures in anatomy. Lincoln had had a classical education at Bowdoin and had been apprenticed to the fashionable and distinguished Dr. George Shattuck of Boston. Rustic and educationally unprepared as most of the Vermont students were, they were evidently entranced by Dr. Lincoln's beautiful demonstrations and the clarity of his presentations. He was offered the chair of anatomy and although the Universities of Maryland and Bowdoin both solicited him he chose Vermont, perhaps because he "hoped to realize....his idea of a medical school in this University without the hindrance of encrusted organic remains from old formations." Lincoln soon became the leading light of the school which flourished for a few years. Unfortunately he became ill and in 1834 went back to his home in Maine to die. There were now two other medical schools in the state and an economic depression was developing. In 1836, after having granted 116 degrees in course and 24 honorary ones, the College of Medicine closed its doors.

There was a lapse until 1853 when after many tribulations (most of them financial) Drs. W. S. Thayer of Northfield and Walter Carpenter of Randolph suc-



*Faculty of College of Medicine in 1865.*

ceeded in reorganizing the Medical College. Subscriptions were solicited from the medical professors and the Burlington townspeople and Mrs. Thayer held a "fair" which netted \$450.00. The University provided a building (the same one which had been used by Dr. Lincoln and which is still in use, although for different purposes) on the academic campus. In spite of competition from the schools in Woodstock and Castleton in Vermont, and Hanover, N.H., courses were started and the school remained viable largely through the efforts and personal and professional distinction of Drs. Thayer and Carpenter, both of whom served successively as deans. The average student attendance from 1859 to 1878 was about 65. Then under the deanship of Dr. A. P. Grinnell there was a period of rapid expansion reaching a high tide in 1884 when 101 young men were graduated in medicine.

The University of Vermont College of Medicine was then (as were most others of the day) essentially a proprietary institution. The University provided some amenities, these being to a considerable extent responsible for the success with which the College outlasted many of its competitors. The medical faculty was, however, a closed corporation collecting its own fees and providing its own administration. That this was not an ideal situation was apparent to the profession. In fact, it was a movement toward reform of medical education proposed by the Vermont State Medical Society in the 1840's which led to a national convention which later evolved into the American Medical Association. In 1899 the trustees of the University (although as yet only dimly aware of the enormous respon-



sibility, financial and otherwise, which this was to entail) took over complete control of the College of Medicine.

In 1879 the Mary Fletcher Hospital was built in Burlington and in 1924 the DeGoesbriand Memorial Hospital began to admit patients. Both became centers of clinical instruction and in 1967 the two institutions merged to form the Medical Center Hospital of Vermont.

During the post-World War II deanship of Dr. William E. Brown, the faculty of the College of Medicine began a period of exponential growth, adding a national and then international flavor to the academic medical community. Under Deans George A. Wolf, Jr., Robert J. Slater, Edward C. Andrews, and William H. Luginbuhl, the sense of responsibility of American medicine toward the developing nations of the world has been recognized, research has flourished, and the material resources of the institution have increased, culminating in the construction of a new medical college building completed in 1968.

The physician, while still in most instances the captain of the health team, is being joined by increasing numbers of other professional personnel who bring to the care of the patient diverse disciplines, talents and techniques, many of them unknown a few years ago. The University has responded to this trend with two recent developments, one administrative and the other academic. In December of 1967, the trustees approved the establishment of the Division of Health Sciences bringing together under one administrative unit the College of Medicine, the School of Nursing and the newly founded School of Allied Health Sciences (to include the courses of instruction in Physical Therapy, Dental Hygiene, Medical Technology and Radiological Technology).

The academic consequence of this increase in complexity has been the recognition that specialization, already well established in the patterns of medical practice, may begin in medical school, allowing the student to follow his interests and obtain maximum benefit from the time and effort expended. The curriculum has therefore undergone a major revision, as will be seen in later pages of this brochure.

# Bylaws of the Faculty of the College of Medicine

## Article I ORGANIZATION

The Faculty of the College of Medicine includes the President of the University; the Dean of the Division of Health Sciences; the Dean, the Associate Deans, the Assistant Deans, and all Professors, Associate Professors, Assistant Professors, and Instructors on the staff of the College. The Faculty is further subdivided into Departments and Sections, each administered by a Chairman. The number of Departments and Sections and their titles and areas of responsibility covered in each such unit are determined by the Board of Trustees of the University upon recommendation of the President.

## Article II OFFICERS AND THEIR DUTIES

Section 1. The officers of the Faculty of the College of Medicine consist of the President of the University; the Dean of the Division of Health Sciences; the Dean, the Associate Deans, the Assistant Deans, the Secretary of the Faculty and the Chairmen of the various Departments and Sections of the College of Medicine.

Section 2. The Dean is responsible to the Dean of the Division of Health Sciences for the effective administration of the College of Medicine. He gives attention to the programs of study in the College, to their purposes and content, to the effectiveness of instruction, to the counseling of students and to the supervision of the Faculty of this College. In the absence of the President, he presides over meetings of the Faculty. He makes recommendations to the President for appointments, dismissals and other status of Faculty and administrative personnel. He prepares a budget for the College for submission to the President and Board of Trustees and administers it after adoption by the Board of Trustees. He appoints all College of Medicine Committees and is, *ex officio*, a member of each committee.

Section 3. The Associate Deans and the Assistant Deans are responsible to the Dean and President for the effective performance of such duties as may be assigned to them by these officers. In the absence of the Dean, each will assume such duties ordinarily performed by the Dean as may be assigned to him by the Dean or President.

Section 4. The Secretary of the Faculty shall be appointed by the Dean. He shall keep a record of the proceedings of the Faculty and shall perform such other duties as may be assigned to him by the Faculty or the Dean. He shall act as Treasurer of the Faculty Fund.

Section 5. Each Department and Section is administered by a Chairman. Qualifications, appointments and duties are outlined in Article IV of these Bylaws.



### Article III DUTIES OF THE FACULTY

**Section 1.** The Faculty is responsible for defining policies and making rules pertaining to instruction and research in the College, provided that these are consistent with the policies and rules and regulations of the University. The Faculty is also responsible for enforcing the rules and regulations of the Faculty and of the University Senate and administrative officers of the University as they apply.

**Section 2.** The Faculty will set standards for admission, advancement and graduation, provided that such standards are not lower nor less specific than those set by the University Senate and Board of Trustees of the University.

**Section 3.** Specifically, the Faculty will assume the following functions:

- (a) To define the objectives of the educational program of the College of Medicine;
- (b) To develop courses and curricula consistent with those objectives;
- (c) To study the progress of students enrolled in the College; to assess their qualifications as future Doctors of Medicine; to counsel them as regards postgraduate training, practice and research;
- (d) To encourage and support programs of research and service;
- (e) To recommend to the University Senate the students qualified to receive degrees;
- (f) To develop such postgraduate programs as will best meet the needs of the community served with the facilities available;
- (g) To integrate the program of the College with the general program of the University and to foster effective coordination of effort;
- (h) To maintain adequate records and reports of students, staff, and programs.

**Section 4.** The Faculty may delegate certain of these functions to Committees or individuals who shall be responsible to the Faculty for proper performance of their duties.

### Article IV DEPARTMENT AND SECTIONS

**Section 1. Duties of Departments and Sections.** It is the function of each Department and Section to develop an appropriate program of instruction, research and service, within the framework set up by the Faculty as a whole as defined in Article III of these Bylaws. It is also the function of each Department and Section to study and employ ways and means of making its instructional work as effective as possible, and to recommend to the Faculty or to the appropriate officer or Committee of the Faculty changes which might improve the work of the Department or Section. It is their duty to integrate their program into that of the College and University through the agencies set up for that purpose. It is the duty of each member of the Department to safeguard, properly use and maintain all University property assigned to the Department or Section.

**Section 2. Jurisdiction.** Each Department or Section has jurisdiction over matters which concern primarily its own internal policy so long as they are consis-

tent with the policies of the College and University, but matters involving other Sections or Departments, or policies of the College or University, are to be referred to the Dean for appropriate action.

### Section 3. Chairmen of Departments and Sections.

- (a) **APPOINTMENTS.** An initial appointment as Chairman of a Department is made by the President upon recommendation of the Vice President for Academic Affairs, the Dean of the Division of Health Sciences, and the Dean with the advice of the College of Medicine Advisory Council and a selection committee appointed by the President for the purpose. An initial appointment as Chairman of a Section is made by the President upon recommendation of the Dean and the Department Chairman. Eligibility for appointment as Chairman of a Department or Section shall be established by academic achievement in the same or related fields.

Reappointments to Chairmanships of Departments are made annually by the President upon recommendation of the Dean, the Dean of the Division of Health Sciences and the Vice President for Academic Affairs. Reappointments to Chairmanship of Sections are made annually by the President upon recommendation of the Department Chairman and Dean.

- (b) **DUTIES OF CHAIRMAN.** The Chairman of each Department is responsible to the Dean for the effective administration of the teaching, research and service functions of his Department; the Chairman of each Section is responsible to the Chairman of the Department of which his Section is a unit and through the Departmental Chairman to the Dean. The Chairman of each Department and of each Section gives attention to the courses of instruction - their purpose and content - to the effectiveness of instruction, to the supervision of the members of his Department or Section in the performance of their duties as officers of instruction or as research workers. He familiarizes himself with the quality of work being done by students in his Department or Section; he counsels them regarding their work; he issues written warnings to students whose performance is unsatisfactory in their subject, with copies of such warnings to the Dean. At periodic intervals as determined by the Dean, he submits student grade and evaluation to the Dean of all students enrolled in courses in his Department or Section. He makes recommendations through proper channels to the Dean for appointments, promotions, dismissals and other changes in status of Faculty and administration personnel in his Department or Section. He prepares a budget for his unit and administers it after its adoption. It is his duty to safeguard all University property assigned to his unit and to see that it is properly used and maintained.

## Article V

### MEETINGS OF THE MEDICAL FACULTY

Section 1. The Faculty of the College of Medicine will meet upon call by the Dean or President, but will meet at least three times annually. One meeting will be held at the close of the academic year at which time candidates for graduation are recommended to the University Senate for granting of degrees by the Board

of Trustees. Upon petition by ten percent of the Faculty, special meetings will be called by the Dean or President.

**Section 2. Notice of meetings.** Written notice of all meetings shall be given to all members of the Faculty by mail or messenger service at least seven days before each meeting; provided, however, that emergency meetings may be held with no more than twenty-four hours notice by mail, messenger service, telephone or word of mouth; also provided that no business affecting in a major way the future policy of the College of Medicine may be transacted at such emergency meetings.

**Section 3. Quorum.** Twenty percent of the voting members of the Faculty shall constitute a quorum but a lesser number may adjourn a meeting.

**Section 4. Voting privileges.** All individuals having faculty appointment in the College of Medicine shall be eligible to vote.

## Article VI COLLEGE OF MEDICINE ADVISORY COUNCIL

**Section 1.** The College of Medicine Advisory Council shall consist of the Dean and Associate Dean(s) of the Division of Health Sciences, the Dean (who shall serve as chairman) and Associate Dean(s) of the College of Medicine, the chairman of each Department of the College of Medicine and other individuals by invitation.

**Section 2.** The College of Medicine Advisory Council shall meet at least monthly and act in an advisory capacity to the Dean of the College of Medicine on all matters of detail and policy that may be referred to it by the President, the Dean, the Medical Faculty, or by any member of the Medical Faculty.

## Article VII COMMITTEES

**Section 1.** The Standing Committees of the Medical Faculty shall consist of the Committee on Admissions, the Committee on Advancement, the Committee on Curriculum and the Faculty Standards Committee. Each of these shall report periodically, but at least annually to the Faculty and may adopt their own procedures for carrying out their duties as set forth herein. Ad Hoc Committees may be appointed by the Dean, or elected or appointed by the Faculty to deal with specific problems or projects as the need dictates.

**Section 2.** The Committee on Admissions shall consist of a chairman, who will be that member of the Office of the Dean responsible for admissions and other such members of the Faculty as will be appointed annually by the Dean. In addition, the Dean may appoint non-faculty members to the Committee, but not to exceed twenty percent of the total membership of the Committee.

The Committee on Admissions will determine criteria for eligibility for admissions, subject to the approval of the Faculty of the College of Medicine and will select qualified students for the study of Medicine according to the standards as contained within the Rules and Regulations of the Medical Faculty. Applications for advanced placement and readmission to the College of Medicine will also be acted upon by this Committee.

**Section 3.** The Committee on Advancement shall consist of a chairman, who

will be that member of the Office of the Dean responsible for Student Affairs, and a faculty member from each Department of the College of Medicine as will be proposed by the respective Departmental Chairmen and appointed annually by the Dean. In addition, such membership will include one student from each class who will be nominated by majority vote of the class and appointed annually by the Dean.

The Committee on Advancement shall review the total performance of each student at regular intervals. In its procedures and actions the Committee will be governed by the Rules and Regulations of the Faculty of the College of Medicine.

**Section 4.** The Committee on Curriculum shall consist of a chairman and other such members of the Faculty as will be appointed annually by the Dean. In addition, the Dean will also annually appoint three students from the College of Medicine to serve as members of this Committee. That member of the Office of the Dean responsible for administration of the curriculum will serve as Secretary of the Committee.

The Committee on Curriculum shall be responsible for a continuous review and evaluation of the undergraduate educational programs of the College of Medicine both in the light of College objectives and national medical education priorities. On the basis of this continuing study the Committee may make recommendations to the Advisory Council, the Dean and the Faculty.

**Section 5.** The Faculty Standards Committee shall consist of three full-time faculty members from the basic science departments, three full-time faculty members from the clinical departments, one part-time clinical faculty member, and one medical student. The full-time faculty members may be either tenured or nontenured. For the purposes of this Article, the Department of Pathology shall be considered a clinical department. No more than one full-time faculty member may be elected from any given department. The part-time faculty member may be from any clinical department, including one with a full-time faculty member on the Committee. The medical student shall be the current President of the Student Council, and shall serve without vote.

Each department will be asked prior to an election to poll its members and send the names of those interested in serving on the Committee to the Dean. A list of all such names will be submitted to the faculty, both full- and part-time. Election shall be by secret ballot, either by mail, or at a duly warned faculty meeting. Those candidates receiving the highest number of votes by eligible category shall be elected.

Each faculty member shall serve for a term of three years, except for the first election in which the two full-time faculty candidates receiving the highest number of votes shall serve for three years, the two receiving the next highest number of votes shall serve for two years, and the two receiving the next highest number of votes shall serve for one year; the part-time faculty representative shall be elected for a three-year term.

The Committee shall annually elect one of its members to serve as Chairman.

The Faculty Standards Committee shall review all reappointments, reappointments with tenure, and promotions, and shall make a recommendation concerning these proposed actions to the Dean of the College of Medicine. They shall also review all sabbatical leave requests, and make recommendations to the Dean about the advisability of approving, rejecting, or revising such requests.



### Article VIII

## ACADEMIC FREEDOM, TENURE, PROMOTION, TERMINATION AND PERQUISITES

**Section 1.** The University rules as defined in The Faculty Handbook shall govern all questions of academic freedom, tenure, promotion, termination of employment and perquisites as regards full-time officers of instruction.

**Section 2.** All appointments, reappointments, promotions, tenure decisions and termination of employment shall not be discriminating with regard to race, creed, color, or sex.

**Section 3.** For any such Faculty member to qualify for appointment as a full-time officer of instruction, he shall meet all of the following requirements:

- (a) He shall be an educator whose primary obligations are teaching and research.
- (b) He shall hold a position on the Faculty which is considered by the Dean of the College of Medicine as essential to the best interests of the College.
- (c) He shall agree that, in general, College duties take precedence over outside duties and that embarkation on outside activities shall have prior approval from the Dean.
- (d) He shall be generally available for consultation to the Dean and members of the Faculty and student body.
- (e) He shall devote at least thirty-seven and one-half hours each week, exclusive of vacation or leave, to College of Medicine programs, teaching, patient care, research and administration.
- (f) If a physician, he may or may not by terms of his employment be allowed the privilege of engaging in the income-producing practice of medicine; if so, he shall agree to limit his professional income to a percentage of the basic salary paid to him by the University for his services as a full-time faculty member. This percentage will be determined annually, by the President upon recommendation of the Dean and Department Chairman. This agreement to limit professional revenue shall supersede the provisions of the Faculty Handbook relating to released time for consultation and professional practice which, however, shall continue to be applicable to all other full-time faculty members.

### Section 4.

- (a) Part-time members of the Faculty of the College of Medicine may be considered for certain perquisites as established by the Board of Trustees of the University.

### Article IX

## RULES AND REGULATIONS

The Faculty shall make such Rules and Regulations as shall carry out the proper function of the College as defined in these Bylaws. They shall be cognizant of the "Functions and Structure of a Modern Medical School" as formulated by the

Council on Medical Education of the American Medical Association and the Association of American Medical Colleges and also by "The Objectives of Undergraduate Medical Education" as formulated by the Association of American Medical Colleges. They shall work within the framework established by the University Senate and the Board of Trustees of The University of Vermont and State Agricultural College.

#### Article X

#### AMENDMENTS TO BYLAWS AND RULES AND REGULATIONS

The Bylaws and the Rules and Regulations of the Medical Faculty may be amended at any regular meeting of the Faculty by two-thirds vote of those voting members present. Written notice of any amendment and the subject matter thereof must be given in the notification of the meeting at which it is to be considered. A Rule or Regulation may be temporarily suspended at any regular or special meeting of the Faculty provided that such action does not affect in a major way the future policy of the College of Medicine. (Article V, Section 2.)



*The Associate Dean meeting with first year medical students in the Given Building courtyard.*

**RULES AND REGULATIONS OF THE FACULTY  
OF THE  
COLLEGE OF MEDICINE OF THE UNIVERSITY OF VERMONT**

**Section 1. Objectives of the College of Medicine.**

- (1) To provide undergraduate medical students with a sound foundation for careers in any branch of medicine and to prepare them for further training for the many different fields of endeavor.
- (2) To prepare medical and graduate students for careers as teachers and investigators in medicine and its various disciplines.
- (3) To participate in the training of clinical specialists.
- (4) To provide students in non-medical disciplines with a background in the sciences basic to medicine.
- (5) To contribute to the knowledge of medicine through research and to encourage curiosity and critical judgment among students and staff.
- (6) To review the College's program continually in the light of recent and anticipated advances in the health sciences.
- (7) To provide opportunities for the continuing education of practicing physicians.
- (8) To be of service through education.

**Section 2. Requirements for Admission.**

- (1) Applicants to the University of Vermont College of Medicine are expected to complete the required courses of study by July 1 preceding the September admission date - in a college or university accredited by the National Committee of Regional Accrediting Agencies of the United States.
- (2) Required are one year each of the following college level courses:
  - A. Biology
  - B. Physics (including laboratory)
  - C. General or inorganic chemistry
  - D. Organic chemistry
- (3) In addition, because a physician requires a broad and balanced cultural background as well as a technical education, the College recommends as appropriate to an adequate premedical program:
  - A. English - at least one and preferably two years of composition and/or literature.
  - B. Mathematics - dependent upon secondary school preparation but should include at least an introduction to calculus.
  - C. Behavioral Sciences - one or two years in the areas of psychology, sociology or anthropology.
  - D. The Humanities - at least two years of course work in history, philosophy, religion or the arts.

- (4) The College of Medicine encourages its prospective students to concentrate while in college in a field of knowledge of their choice, whether in the sciences or humanities, and to pursue their interests in depth.
- (5) Since communication, written and verbal, is so essential in scientific and clinical medicine, the faculty of the College of Medicine fully expects applicants to have mastered basic skills in the use of the English language, i.e., proficiency in grammar, spelling, organization, etc.
- (6) Eligibility of an applicant for admission is determined by the Committee on Admissions of the College of Medicine on the basis of the following criteria:
  - A. The prior scholastic record of the applicant.
  - B. Aptitude and motivation for the study and practice of medicine as determined from the applicant's autobiographical statements, letters of evaluation and by personal interview with members of the Committee.
  - C. Behavioral qualities deemed essential for a career in medicine. These include, but are not limited to, judgment, personal insight and perception, personal integrity, personal accountability, responsibility and sensitivity.
  - D. The applicant's scores on the Medical College Admissions Test.
- (7) Preference for admission is according to the following priorities:
  - A. Residents of Vermont.
  - B. Residents of states having contractual arrangements with the College of Medicine.
  - C. Residents of other states.
  - D. In order to further the interest of the State of Vermont in retaining physicians to practice medicine and deliver health care to its citizens, preference will be given in "A" above to those applicants having the greater duration of residency within the State.
  - E. Sons and daughters of alumni of the College of Medicine will be given special consideration within the framework of the above policy.

### Section 3. Advancement, Grading and Rules Regarding Failure.

- (1) Students will be evaluated by faculty on the basis of their total performance. Such an evaluation will take into consideration not only intellectual abilities but when feasible personal and professional qualities deemed essential for a career in medicine. These include, among others, judgment, personal insight, integrity, personal accountability, and responsibility and sensitivity to others. Performance will be evaluated within the context of the course objectives which will be defined by each department and made known to students at the outset of each course. This evaluation may include narrative comments as well as a grade of pass or fail. Students will be informed in advance of the methods to be used in evaluating their performances.



- (2) Final examinations may or may not be held, at the option of the department.
- (3) Students who fail to present themselves at the appointed hour for any examination at which they are due to appear will be treated as having taken the examination and failed to pass it unless they are excused from such an examination by the chairman of the department or section concerned.
- (4) Student performance in an individual course or clinical rotation will be graded on the basis of pass or fail, which grade will be the only evaluation recorded by the Dean's Office as an official part of the student's transcript. In addition, narrative comments submitted by departments and faculty shall be recorded in the student's file and be referred to in preparation of the Dean's letter prior to graduation.
- (5) Because the College of Medicine sets high performance standards as a goal, it is the policy of the College that an official academic standing of pass does not by itself insure that a student will advance in the curriculum (see below)
- (6) Clinical departments and faculty will be responsible for submitting to the Dean's Office narrative records of a student's work at the completion of each clinical rotation. Departments and faculty teaching within the Basic Science Core may submit narrative comments when considered appropriate for assessing a particular student's performance. Copies of all narrative comments submitted shall be included in the student's file in the Dean's Office. Students will have the right to review their files in accordance with general University policy at any time. Students will be apprised of their overall performance and final academic status (pass or fail) at the end of each course or clinical rotation.
- (7) The Committee on Advancement will review the total performance of each student at least twice within each curricular segment (Basic Science Core, Clinical Science Core and Senior Major Program) on the basis of grades and narrative comments by the department and faculty. Specific procedures under which the Committee will operate are as follows:

#### A. BASIC SCIENCE CORE

- a. Students who have satisfactorily completed the work of the Basic Science Core will be advanced to the Clinical Science Core by the Committee on Advancement.
- b. Students failing subjects in any of the first three trimesters of the Basic Science Core may, by majority vote of the Committee on Advancement, be permitted to remove these deficiencies by satisfying the requirements of the Department(s) concerned prior to commencement of the fourth trimester. Such requirements will be met, as a rule, during the summer vacation period between the third and fourth trimesters.
  - (i) Any student failing to meet the above requirements of the first three trimester course(s) will be dismissed from the College of Medicine for unsatisfactory performance.



- (ii) Under extraordinary circumstances, the above rule (Section 3. (7) A. b. i.) may be waived by majority vote of the Committee on Advancement, thus permitting a student to carry into the fourth trimester a single, but not more than one, course deficiency. However, the requirements of the pertinent department must be satisfied before the end of the Christmas vacation. Any student failing to meet this requirement will be dismissed from the College of Medicine for unsatisfactory performance.
- c. Students failing any of the work of the fourth trimester may, by majority vote of the Committee on Advancement, be permitted to remove these deficiency(ies):
- (i) By satisfying the requirements of the department(s) concerned prior to entrance into the Clinical Science Core, a) before the end of the Christmas vacation, or b) by delayed (two months) entry into the clinical rotations. The service omitted will be completed as soon as possible in the Senior Major Program.
  - (ii) Any student failing to meet the above requirements of the fourth trimester course(s) will be dismissed from the College of Medicine for unsatisfactory performance.
- d. In addition to the above, the Committee on Advancement may determine that a student has not satisfactorily completed the work of the Basic Science Core even if there are no failures in individual courses. Such a determination may reflect consistent or collective marginally acceptable performance. In such cases the Committee on Advancement may, by majority vote, require a student to take certain remedial actions including, but not limited to, repeating one or more courses, repeating an entire curricular segment, or the Committee may, by majority vote, dismiss the student from the College of Medicine.

- e. No student is permitted to repeat the work of the Basic Science Core except upon majority vote of the Committee on Advancement. It is recommended that this be reserved primarily for students whose studies have been interrupted by acute illness, accident, or other extraordinary circumstances. It is further recommended that such student be considered an additional member of the succeeding class.

#### B. CLINICAL SCIENCE CORE

- a. Students who have satisfactorily completed the work of the Clinical Science Core will be advanced to the Senior Major Program by the Committee on Advancement.
- b. A student failing one of the Clinical Science Core rotations may, on a majority vote of the Committee on Advancement, be permitted to continue with his/her class, delaying entry into the Senior Major Program for a period of time to be specified by the Committee on Advancement until he/she has met the requirements of the department concerned. Failure to meet these requirements will result in dismissal from the College of Medicine for unsatisfactory performance.
- c. A student failing two or more Clinical Science Core rotations will be dismissed from the College of Medicine for unsatisfactory performance.
- d. In addition to the above, the Committee on Advancement may determine that a student has not satisfactorily completed the work of the Clinical Science Core even if there are no failures in individual rotations. Such a determination may reflect consistent or collective marginally acceptable performance. In such cases the Committee on Advancement may, by majority vote, require a student to take certain remedial actions including, but not limited to, repeating one or more rotations, repeating an entire curricular segment, or the Committee may, by majority vote, dismiss the student from the College of Medicine.
- e. No student is permitted to repeat the work of the Clinical Science Core except upon majority vote of the Committee on Advancement. It is recommended that this be reserved primarily for students whose studies have been interrupted by acute illness, accident or other extraordinary circumstance. It is further recommended that such student be considered an additional member of the succeeding class.

#### C. SENIOR MAJOR PROGRAM

- a. The degree of Doctor of Medicine is granted by the Board of Trustees of the University of Vermont to candidates only upon recommendation of the Committee on Advancement and Faculty of the College of Medicine to the University Senate. The Committee on Advancement will initiate these recommendations for all students who satisfactorily complete the Senior Major Program.
- b. In addition to the above, the Committee on Advancement may

determine that a student has not satisfactorily completed the work of the Senior Major Program even if there are no failures in individual rotations. Such a determination may reflect consistent or collective marginally acceptable performance. In such cases the Committee on Advancement may, by majority vote, require a student to take certain remedial actions including, but not limited to, repeating one or more rotations, repeating an entire curricular segment, or the Committee may, by majority vote, dismiss the student from the College of Medicine.

- (8) A student whose status is in jeopardy by reason of unsatisfactory performance will be so informed by that member of the Office of the Dean responsible for Student Affairs in order that remedial action be taken by the student and the College wherever possible.
- (9) A student who is dismissed from the College of Medicine shall be notified in writing of his dismissal by the Dean of the College of Medicine. Upon written request presented to the Dean of the College of Medicine within ten (10) days of mailing of notification of dismissal, a student shall be entitled to appeal this dismissal, in person or in writing to the College Advisory Council which will in turn make recommendations to the Dean. In the course of formulating such an appeal the student has the right to review his/her file. The Dean shall make a final decision on the case. That decision shall be reported to the student in writing and shall become a part of the student's record.
- (10) In addition to dismissal on the basis of evaluation processes described in the foregoing paragraphs, the faculty may dismiss at any time a student considered unfit for a career in medicine. In the event a student's fitness for a career in medicine comes into question, the Dean of the College of Medicine may appoint an ad hoc committee composed of faculty members and at least one student from the College of Medicine. The ad hoc committee shall fully investigate the question of the student's fitness for a career in medicine and report to the faculty its finding and recommendations according to a schedule established by the Dean.

The Dean of the College of Medicine shall send written notification to the student's last local address advising him of the investigation, the membership of the Committee, and the specific allegations giving rise to the question of the student's fitness. The written notification shall further advise the student of his right to review his file and that he has the right to appear personally before the Committee and present any information he desires relative to the matter under investigation. The Committee shall preserve thorough minutes of all its meetings.

The Committee shall advise the student of any information which it has obtained in the course of its investigation which was not in the student's file so that the student will have the opportunity to respond. Upon receipt of the Committee's finding and recommendations, the Faculty shall determine by majority vote whether or not the student is dismissed from the College of Medicine. The Dean of the Medical College thereupon shall send written notification to the student's last local address advising him of the Faculty's decision. The decision of the Faculty shall be final.

**Section 4. Leave of Absence.** Upon application, a student may be granted a leave of absence by that member of the Office of the Dean responsible for Student Affairs under the following provisions:

- (1) A leave of absence must be granted for a finite period of time.
- (2) A leave of absence normally may not exceed twelve (12) calendar months.
- (3) A leave of absence will be requested in writing by the student, with reasons therefore and approved or disapproved in writing by the appropriate College official. Approval will specify under what conditions re-entry into the College of Medicine will be granted.

## Student Information

### REQUIREMENTS FOR ADMISSION

See BYLAWS OF THE FACULTY OF THE COLLEGE OF MEDICINE: Rules and Regulations, Section 2, pp. 16 and 17.

### APPLICATION FOR ADMISSION

Vermont is a participant in the American Medical College Application Service (AMCAS). Request packets for the AMCAS application materials may be obtained from your premedical advisors or by writing to AMCAS, Suite 301, 1776 Massachusetts Avenue NW, Washington, D.C. 20036. Applications may be submitted via AMCAS between June 15 and the end of October for the next entering class. The basic application, plus transcripts, must be received November 1.

A maximum of 93 students will be admitted to the class entering in 1981.

Each applicant who is being given serious consideration (followed) will be requested to complete a brief supplementary application and to submit letters of evaluation, a non-refundable application fee of \$25. and a recent photograph.

Applicants offered acceptance will be required to submit a deposit of \$100 with their response. The deposit will be applied to the tuition for the first year. If an applicant withdraws before June 15, the deposit will be refunded.

### ACCESS TO RECORDS AND UNIVERSITY POLICY REGARDING ACADEMIC HONESTY

Policies of the University of relating to access to records and to academic honesty are presented in detail in the 1980-81 edition of "THE CAT'S TAIL; a student's guide to the University of Vermont", pages 63-67.



## SCHOLARSHIPS AND LOAN FUNDS AVAILABLE TO STUDENTS IN THE COLLEGE OF MEDICINE

### Scholarship Funds

#### Dr. Ellice M. Alger Scholarship Fund

- Established 1967 to aid worthy and needy medical students.

#### Leo C. Clauss Medical Scholarship Fund

- For scholarship aid for medical students.

#### Willet A. Ely Medical Scholarship Fund

- For medical students, preference to be given to students from Brandon.

#### Grover C. Emery Scholarship Fund

- Established by bequest in 1968 for students in the College of Medicine who are residents from the state of Maine or a premedical student from the state of Maine.

#### John W. and John Seeley Estabrook Scholarship Fund

- Established by bequest in 1956; for students in the College of Medicine from Rutland County, preference being given to students from Brandon.

#### Health Professions Scholarships

- Established by the Health Professions Educational Assistance Amendments Act of 1965. Available only to those students from low income families who demonstrate exceptional financial need.

#### Dr. Edward Everett Hawes Scholarship Fund

- Established by bequest in 1946; available for medical students.

#### Edith Blanche Kidder Scholarship Fund

- Established by Joseph W. Kidder for students in the College of Medicine; preference to be given to legal residents of Barre.

#### Martin Luther King Scholarship

- Established in 1974 for minority medical students.

#### Aldo J. Leani, M.D. Scholarship Fund

- Class of 1934, established in 1961 for students in the College of Medicine.

#### John R. Musumeci Scholarship

- Established by Mr. and Mrs. Joseph C. Musumeci in memory of their son John who died in his junior year at UVM. Awarded to a first-year medical student based on financial need.

#### John Ordronaux Scholarship Fund

- Founded in 1909; students in the academic and medical colleges.

#### Hortense A. Quimby Scholarship Fund

- Established by bequest in 1968; income to be used to provide scholarships to medical students with preference being given to students from Essex County, Vermont.

Shepard Quinby Medical Scholarship Fund

- Established in 1972 for medical students, preference to be given to students from Waitsfield, Warren, Fayston, Moretown or Duxbury.

Edward B. Riley Scholarship

- Established in 1967 for medical students.

Peter J. Shammon Scholarship Fund

- Established in 1967 as a memorial to Mrs. Marian Shammon.

Ferdinand D. Streeter Medical Scholarship Fund

- Established in 1972 for students in the College of Medicine.

Dr. H. C. Tinkham Scholarship Fund

- Established by bequest in 1956; for students in the College of Medicine.

Evangeline Turgeon Medical Scholarship Fund

- Available for medical students from Vermont or students who plan to practice in Vermont.

## Loan Funds

Dr. Paul Barash Loan Fund

- Loan fund for medical students.

Moses G. Carbee Loan Fund

- Class of 1873, Established by Mrs. T. Carbee in memory of her husband for students in the College of Medicine.

Dr. Thomas H. Denne Memorial Loan Fund

- Established in 1963 by relatives and friends of the late Dr. Thomas H. Denne, class of 1905, the income to be used for deserving students in the College of Medicine.

Health Professions Student Loans

- Long-term loans to be repaid after completion of medical school.

G. Stedman Huard Medical Student Loan Fund

- Established by G. Stedman Huard, M.D., class of 1946, for aid to senior medical students who are Vermont residents, preference to be given to Winooski residents.

W. K. Kellogg Foundation Loan Fund

- Loan fund for medical students.

Dr. Joseph E. Lumbard Fund

- Established in 1946 by the gift of Mr. J. Edward Lumbard, Jr., for students in the College of Medicine.

Medical Loan Fund

- Established in 1933 by Medical College alumni for students in the College of Medicine.

George Merck Memorial Loan Fund

- Long-term loan established in 1959 for medical interns and residents.

Harry W. Mitchell Medical Loan Fund

- Established in 1970 for 3rd and 4th year medical students.

Chester A. Newhall Loan Fund

- Available to first-year medical students proficient in the anatomical sciences.

Jessie Smith Noyes Foundation, Inc.

- Loan fund for medical students.

Dr. U. R. Plante Memorial Loan Fund

- Loan fund established in 1978 for medical students in general medicine or obstetrics.

The Thomas R. Plowright M.D. Emergency Loan Fund for out-of-state medical students.

- Loan fund originally established in 1963 for students from New Hampshire but now available to any out-of-Vermont medical student for short term loans.

Elizabeth D. and Clifford R. Proctor Loan Fund

- Established in 1953 for students in the College of Medicine.

Quarter-of-a-Century Loan Fund

- A loan fund for medical students established by the Class of 1938 and added to by the following 25-year classes.

James A. Singiser Medical Student Loan Fund

- Established by James A. Singiser, M.D. to aid needy medical students.

Mrs. Harold T. White Medical Student Loan Fund

- Preference given to medical students.

Student American Medical Association Emergency Loan Fund

- Short-term loan fund established in 1966 for medical students.

University of Vermont Medical Alumni Association Loan Fund

- Loan fund for medical students.

University of Vermont Medical Alumni Association Century Club Loan Fund

- Loan fund for medical students.

*All the above scholarships and loans are available to students in the College of Medicine. Separate applications are not required and all students who are eligible will be considered for these funds by completing an Application for Financial Aid available from the Financial Aid Office, 330 Waterman. Applications are due May 1 for the following academic year.*

## Undergraduate Medical Education Program

The curriculum consists of three parts, spanning a period of forty-five months from admission to the granting of the M.D. degree.

### Basic Science Core

The first part, the Basic Science Core, consists of one and one-half years of instruction in the preclinical sciences that undergird clinical medicine—Anatomy, Biochemistry, Medical Microbiology, Pathology, Pharmacology, Physiology and Neuro-sciences. In addition, seminars in Human Behavior and in Medical Sexuality provide the student with an awareness of social, cultural and psychological factors affecting health and illness.

A unique course within the Basic Core is the Basic Clerkship. This educational experience begins on the first day of medical school. Its goal is to prepare the student for the study of medicine by the study of patients. This is accomplished by teaching the student communication skills, history-taking and problem formulation through patient interview, and the ability to perform a complete physical examination.

### Clinical Science Core

The second phase of the curriculum is called the Clinical Science Core. This is a twelve-month period devoted to the clinical sciences of Medicine, Surgery, Obstetrics and Gynecology, Pediatrics, and Psychiatry. During this year, the student works with and under the supervision of house staff and attending physicians in the Medical Center Hospital of Vermont in Burlington, in the Champlain Valley Physician's Hospital in nearby Plattsburgh, New York, and at the Maine Medical Center in Portland, Maine.

In addition, during the Pediatric rotation there is an opportunity to work in the office of physicians in the local community who provide primary care.

By the end of the Clinical Core, it is anticipated that each student will have gained sufficient skills, knowledge and experience to permit him or her to independently deliver primary care. In addition, many students at this point are prepared to make an educated choice of careers within medicine. At the midpoint in the Clinical Core there is a two week summer recess.

### Senior Major Program

The third portion of the curriculum, the Senior Major Program, extends through the final one and one-half years prior to graduation. This period is divided into sixteen rotations of one month duration each. The major program enables students to select that course of study best suited to their individual career objectives. Majors are offered in each of the preclinical sciences, plus Medicine, Family Practice, Surgery and its subspecialties, Obstetrics and Gynecology, Pediatrics, Neurology, Psychiatry, and Rehabilitation Medicine.

An integral part of each clinical major includes a number of required clinical and laboratory experiences, as well as elective rotations. Principal among the required rotations are one or more months spent as an "acting intern." Here, the student is given, under supervision, primary responsibility for the total care of a

number of hospitalized patients, and thus begins to refine his or her ability to diagnose and manage clinical problems. Graduated responsibility, based upon audited performance, is the central theme of our clinical instruction.

The elective rotations are not restricted to the disciplines in which the student is majoring and may include approved learning experiences elsewhere in the United States or abroad. Many students see this as an opportunity to work and study in a large urban setting, at another medical school or foreign medical center. Students should anticipate spending variable periods of time away from Burlington in the course of pursuing their required training. A system of faculty advisors has been developed to counsel each student on a one-to-one basis throughout the planning and course of this major program and in anticipation of later graduate education. Although the majority of students elect to pursue a clinical major, students so desiring may commit their entire major program to study in one of the preclinical sciences. While these programs are individualized, it is expected that related graduate study and research will form the basis for each. Qualified students, following acceptance into the medical college, may simultaneously enroll in the Graduate College for a Master of Science or Ph.D. program. The program would be developed with concurrence of the dean for student affairs in the College of Medicine.

BASIC SCIENCES CORE		CLINICAL CORE		SENIOR MAJOR
Knowledge common to all medical practice		Principles and skills common to all medical practice		Tailored to individual interest and goals
Course	Hours*	Course	Hours*	
Biochemistry	109	Medicine	3	16 month-long rotations, required and elective
Gross Anatomy	175	Surgery	3	
(Includes Embryology)		Pediatrics	2	
Microscopic Anatomy	86	Psychiatry	2	
Human Behavior	28	Obstetrics and Gynecology	2	
Basic Clerkship	141			
Physiology	119			
Neurosciences	110			
Microbiology	139			
Pathology	258			
Pharmacology	118			
Medical Sexuality	26			
Years 0/	1-1/2		2-1/2	/4

## Graduate Medical Education

Because of the important role played by house officers in the education of medical students, and reflecting the relationship between the Medical Center Hospital of Vermont and the University, the responsibility for the overall direction of residency training programs rests with a Graduate Medical Education Committee consisting of representatives from all the clinical departments with house officer training programs, a representative from the Dean's Office, a representative from the hospital and several house officer representatives. Direct



responsibility for the actual administration of the training programs rests with the several department and division heads who are the training program directors. Several training programs will accept residents via the National Resident Matching Program.

Residency programs are offered in Anesthesiology, Dentistry, Family Practice, Internal Medicine, Neurological Surgery, Neurology, Obstetrics and Gynecology, Orthopaedic Surgery, Otolaryngology, Pathology, Pediatrics, Psychiatry, Radiology, Surgery, and Urology.

## Continuing Medical Education

The Office of Continuing Medical Education has as its overall goal the development and implementation of programs for doctors in the state of Vermont and surrounding regions, particularly upstate New York. The Office assists local physicians in developing programs which will best serve their continuing medical educational needs, and also aid faculty for such programs in the planning, implementation, and evaluation of these programs.

Programs are offered at a variety of different levels:

1. Local programs are made available to all interested physicians and hospitals such that primary care physicians can meet their Continuing Medical Education requirements without undue travel time, or time away from practice.
2. Regional programs are held at selected sites, including such programs as Clinical Days in Neurology, Cardiology, and Dermatology. Such programs usually are of one day's duration, and include faculty from the University of Vermont and other faculty who present an in-depth discussion of a specific topic within a subspecialty area.
3. Programs are run at the University of Vermont, often by subspecialty groups such as Obstetrics and Gynecology, and Pediatrics. Such programs are designed to bring practitioners in these specialties the latest information regarding office and hospital management of a variety of complex conditions.

In addition to these defined programs, specific programs are made available to hospitals on request, such as Tumor Boards, Rehabilitative Medicine programs, and other consultative programs which include both continuing medical education as well as direct patient consultation.

The Office of Continuing Medical Education remains dedicated to the further development and implementation of programs which will best serve all of the doctors of our region and state.

## Research

Research is an integral part of the College of Medicine (1) as an intellectual discipline enhancing the ability of the professional to deal with medical problems, (2) as a means of enhancing the educational process and development of knowledge and technology, (3) as an essential component of efforts to improve medical care through development of new diagnostic and therapeutic modalities based on an understanding of disease processes, and (4) as a means to enhance utilization of resources available to achieve specified goals in health care delivery. Many faculty members of the College of Medicine, often working with faculty of other colleges of the University, are engaged in a wide-ranging number of research projects supported by private and federal grants.

## Teaching Facilities

In 1968 the third phase of a \$12-million expansion program was dedicated, completing a decade of planning and construction accomplished through alumni support, private philanthropy and Federal funds. Thus for the first time the teaching and research activities of the College of Medicine have been brought together under one roof.

First to be completed in this ambitious program was the Medical Alumni Building. Dedicated in 1959, this structure was named to honor the loyalty of the medical alumni whose vision and support provided the impetus for the building program.

The Medical Alumni Building is linked to the Given Medical Building by the two-storied Charles A. Dana Medical Library.

Largest of the three buildings is the Given Medical Building. Its 236,000 square feet contain the majority of the teaching and research space for the College of Medicine. This unit also contains the 280-seat Carpenter Auditorium, a student lounge, administrative offices and a cafeteria.

In the spring of 1973 the \$3.2 million Rowell Nursing and Allied Health Sciences Building was dedicated. This facility connected to the Given Medical Building provides approximately 70,000 square feet of classroom and office space in support of the University of Vermont's expanding program in nursing and allied health sciences.

## The Charles A. Dana Medical Library

Medical Librarian Ellen Gillies, B.S. in L. S.; Head, Reference Department Sally Andrews, M.L.S.

The Medical Library is an air-conditioned facility located in the center of the Medical College complex, between the Medical Alumni and the Given Medical Buildings. Two floors house about 66,000 volumes, including 1,000 rare books, as well as medical instruments and apparatus of our Vermont medical history. The Library receives 1400 journal titles and the Audio-visual Department maintains a collection of 3,000 films, audiotapes, slides, etc.

Users have free access to the open stacks which contain study carrels. Further space for readers is provided on the main floor reading room.

The Library is open from 8:00 a.m. to 12:00 midnight Monday through Thursday, 8:00 a.m. to 11:00 p.m. on Friday and Saturday, and 10:00 a.m. to 12 midnight on Sunday.

Photocopy service is available in the machine room where staff is on duty from 8:00 a.m. to 5:00 p.m., Monday through Friday. There is also a coin-operated photocopier available during the evenings and weekends. A TWX (teletype) machine provides speedy transmission of interlibrary loan requests. The resources of larger medical libraries in the Regional Medical Library Network and the National Library of Medicine are thus readily available to the students and faculty. MEDLINE service is also available to users, providing an on-line bibliographic searching capability. Using the Digital LA-120 high speed printer, instantaneous searching of medical literature from 3000 journals published from 1966 to date can be obtained.

## Hospitals

For a medical school, the teaching hospital is the keystone that supports the clinical education of the medical student and graduate physician alike. Here they observe and participate in the care of the sick under the supervision of the clinical faculty who exemplify the highest skills in the science and art of medicine.

### MEDICAL CENTER HOSPITAL OF VERMONT

The merger of the two former teaching hospitals of the University of Vermont College of Medicine, the DeGoesbriand Memorial and the Mary Fletcher to form the Medical Center Hospital of Vermont brought into existence in Burlington one of the larger and more comprehensive general hospitals in New England, a complex that now exists as an efficient and cohesive health care delivery system providing both the standard and exceptional medical services normally available only in larger metropolitan centers.

The role of the Medical Center Hospital is unique in the northern New England region. Not only is it the teaching hospital of the University of Vermont College of Medicine and a referral center for Vermont, upstate New York and New Hampshire, but it is also the major community hospital for the 100,000 inhabitants of the Greater Burlington area. A balance exists, therefore, between patients with complicated and rare diseases and those with conditions that are prevalent in any community, a balance that provides every medical student, intern and resident at the Medical Center Hospital with medical experiences in breadth as well as depth.



*Mary Fletcher Unit(1) and DeGoesbriand Memorial Unit(2) of Medical Center Hospital of Vermont.*

Each year more than 18,000 patients are admitted and over 31,000 patients are treated in the emergency room of the Medical Center Hospital, which now provides 468 beds, open and staffed. Almost all of the more than 300 physicians on the attending staff hold faculty appointments on the University of Vermont College of Medicine, 124 as full-time faculty and 206 as part-time faculty. Specialists teach in all nine fields in which the medical student may major: family practice, medicine, neurology, obstetrics and gynecology, pathology, pediatrics, psychiatry, rehabilitation medicine and surgery. UVM physicians also teach in the 14 residency programs offered with the MCHV: anesthesiology, dentistry, family practice, internal medicine, neurological surgery, neurology, obstetrics and gynecology, orthopaedic surgery, otolaryngology, pediatrics, psychiatry, radiology, surgery, and urology.

Within the Units of the Medical Center Hospital are such special facilities as Computerized Axial Tomography (CAT) scanning, diagnostic ultra-sound and nuclear scanning, cobalt and linear accelerator for radiation therapy, remotely controlled cinefluorographic units for diagnosis as well as more conventional equipment. A nationally recognized cardiology laboratory is deeply involved in heart attack research. A Clinical Research Center and a full Renal Dialysis and Transplant Unit are in operation.

Four discrete areas — the Intensive Care Unit, the Coronary Care Unit, the Respiratory Care Unit and the Intensive Care Nursery care for critically ill and injured adults and infants, many of whom are referrals transported from throughout the region by USAF emergency rescue helicopters and by an outstanding volunteer Emergency Medical Service.

Regionalization of health care is increasingly emphasized by the Medical Center Hospital. For example, broad regional outreach throughout the area has been furthered by extension of the professional expertise and resources of the Hospital's perinatal services and its Kidney Dialysis and Transplant Unit, with special coordination between this Center and the Dartmouth-Hitchcock complex at Hanover, N.H.

## MAINE MEDICAL CENTER

In 1979, an affiliation was established between the University of Vermont College of Medicine and the Maine Medical Center in Portland, thus adding the facilities of this prestigious 535 bed hospital as a site for clinical instruction of UVM medical students.

Committed since its founding to education as well as to patient care and clinical and basic research, the Maine Medical Center provides sophisticated as well as basic care in all fields of medicine and surgery. MMC has always been noted for the humanism of its bedside nursing.

Instruction is provided by key members of the medical staff who hold faculty appointments at the University of Vermont College of Medicine. Teaching rounds are conducted on a regular basis by members of the faculty from Burlington.

Housing for the UVM medical students is in the Chisholm House, shown on the next page. Previously a private home, this attractive building has been renovated and refurbished to comfortably accommodate twenty students. It also contains a suite for visiting faculty.



*Chisholm House at Maine Medical Center*

## OTHER HOSPITALS

Several departments in the College of Medicine are also utilizing facilities in the Fanny Allen Hospital in Winooski Park and in the Champlain Valley-Physicians Hospital in Plattsburgh, N.Y. for the training of medical students and house officers.

By special arrangements and with the permission of the Dean's Office, medical students during their elective period may obtain assignments to various other hospitals and clinics not only in this country but throughout the world.

## AMBULATORY CARE FACILITIES

The faculty of the College of Medicine has long realized the importance of instruction of medical students and house officers in ambulatory care facilities. In 1978, the University of Vermont College of Medicine opened the Given Ambulatory Patient Care Research and Training Center in the part of the former DeGoesbriand Memorial Unit of the MCHV which had been purchased by UVM with the aid of a \$1.2 million grant from the Given Foundation. Here members of the full-time medical faculty conduct ambulatory teaching in office practice in newly developed facilities. The Center is staffed by not only physicians including interns and residents, but also by nurse practitioners, physician's assistants, medical students, social workers, and psychologists, as well as secretarial and other supporting personnel, all committed not only to providing the best in patient care but in the training of physicians, nurses, and other allied health personnel.

A satellite of the Center opened recently on lower Maple Street in downtown Burlington as the "H. B. Levine Health Center" in order to achieve the proper setting for family care for patients living in this area in the building where Dr. Levine conducted a general practice for many years.



In 1973 under the auspices of the UVM Department of Family Practice, the Villemaire Health Care Center opened in Milton, Vt. This Center provides quality primary health care services for the surrounding communities all of which had been without physician services since the death of Dr. Villemaire in 1972, and is utilized for teaching of residents and medical students.

With support from the Charles A. Dana Foundation, the Department of Family Practice is also utilizing space and staff for family practice teaching units in Berlin, Vt., Cambridge, Vt., and in Farmington, Maine. Other sites in Vermont and Maine are currently being explored for comparable teaching installations.

## PROMIS Laboratory

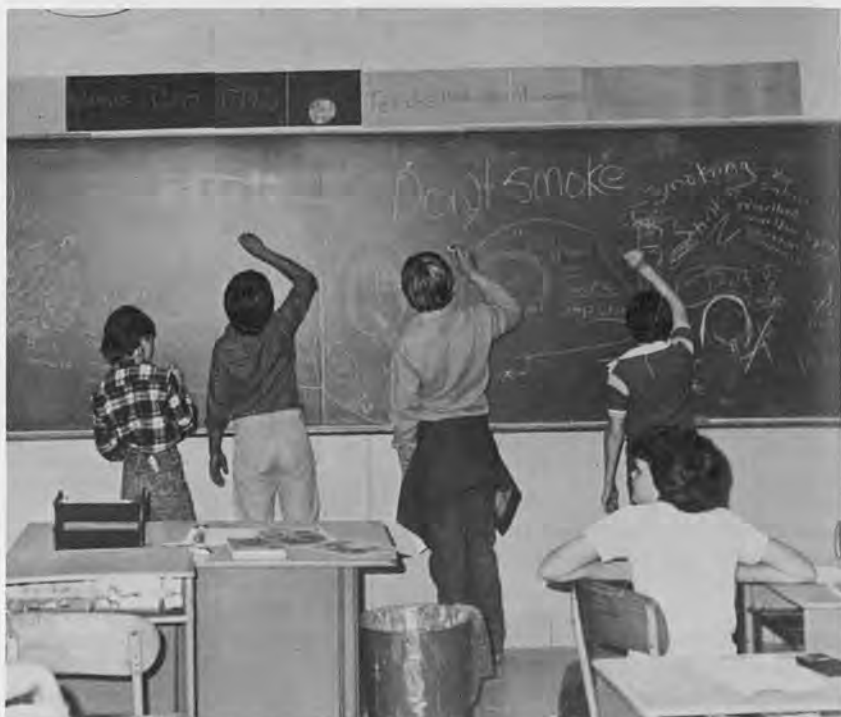
The Problem-Oriented Medical Information System (PROMIS) developed by Dr. Lawrence L. Weed, Professor of Medicine at the UVM College of Medicine, has been in use at the Medical Center Hospital of Vermont for more than eleven years. The innovative system has been developed and used in patient care, teaching, and clinical research.

PROMIS was designed to solve the health care problems of coordination, memory, logic, and feedback by replacing paper records with a problem-oriented computer record which is retrieved and updated directly by health care professionals making choices from words and phrases presented to them on a video screen. The core of the system, the problem oriented medical record, includes four major components: a data base, problem list, initial plans, and progress notes. The computer permits instant access to all information by all professionals involved in that patient's care — be it pharmacist, physician, nurse, or social worker. The readily-retrievable record reduces memory dependency and facilitates medical audit.

The program has gained international attention and is federally funded by the National Center for Health Services Research of the U.S. Public Health Service.



*Promis Laboratory.*



*Otter Valley Union High School students demonstrate their learning smoking abatement program sponsored by the Vermont Lung Center.*

## **The Vermont Lung Center**

The Vermont Lung Center (VLC) is a unique pilot project of the National Institutes of Health (Bethesda, Md.). Supported by an award to the University, the VLC carries out carefully defined research and demonstration projects to improve the understanding, prevention, and management of lung disease. The primary methods employed in these efforts are improved strategies to educate: a) practicing health professionals, b) persons with lung disease and c) members of the general public — such as school children, persons interested in stopping smoking, and persons possibly at risk because of their occupations. The Center is directed by Roger H. Secker-Walker, M.D., Professor of Medicine and involves the concerted efforts of a staff of fifty persons from several colleges and departments at the University of Vermont, from the Department of Community and Family Medicine at Dartmouth Medical School, and from community agencies such as the Vermont Lung Association. The strengths of the VLC lie in the involvement of an interdisciplinary team of scientists, participation by a consortium of organizations, and careful attention to the design and evaluation of projects so that each will result in meaningful, useful information. Through these efforts the Lung Center hopes to improve the ways we inform individuals and communities about healthy lifestyles and to increase the effectiveness of medical care providers responding to respiratory health problems.

## The Gerontology Unit

*Director*--William A. Tisdale, M.D.; *Associate Director*--F. P. McKegney, Jr., M.D.; *Administrative Assistant*--Anne Poirier.

The Gerontology Unit, established in 1978, is a multidisciplinary academic unit, administratively located within the Department of Medicine. Its operational priorities within the College of Medicine and the region are: education, information collection and dissemination, research, and service. The educational mission has been stimulated by a special four-year grant, the Geriatric Medicine Academic Award, from the National Institute on Aging in 1979.

The Gerontology Unit, currently comprised of seven full-time, two clinical faculty members and six associate members, has established a small, well-balanced library of gerontology and geriatric medicine books and journals that is open for University and community use. Members of the Unit conduct or participate in research and educational programs relating to the biological, clinical, psychosocial and demographic aspects of age and aging. A unique feature of the Unit is its close and effective relationship with key community and State agencies concerned with health needs of older persons.



*Patient interview in Given Health Center.*

## The Vermont Regional Cancer Center

*Director:* Irwin H. Krakoff, M.D.; *Associate Director -* Jerome W. Yates, M.D.; *Administrator -* Barbara Higgins.

The Cancer Center is a component of the College of Medicine; it also has broad responsibilities in the University of Vermont and throughout the State. It has several defined functions; it serves an educational role in cancer-related matters for undergraduate and post-graduate teaching and, through its outreach program, for physicians and other health professionals in Vermont; it initiates and coordinates cancer research in the University and in other biomedical research institutions in the Vermont region; through its interaction with clinical departments in the College of Medicine it serves as a treatment and consultative resource for patients with cancer.

The Cancer Center functions in close concert with the academic departments in the University. Each of the 60 professional members of the Cancer Center staff holds an appointment in the academic department appropriate to his or her discipline.

The Vermont Regional Cancer Center has been designated a Specialized Cancer Center and is the recipient of a "core" grant from the National Cancer Institute; that grant provides for the administrative and scientific framework upon which the research, teaching, and patient care functions of the Cancer Center are built.

## Medical Photography

*Director:* Wing M. Woon; *Photographer -* Michael Hill; *Medical Illustrator -* Gary J. Nelson.

Medical Photography has a full-time staff whose services are available to all Departments for patient photography, photomicrography, medical illustration, teaching aids, and movies, in both black and white and color. There is also available for teaching purposes all modern audio-visual equipment.



*Oncology rounds in Vermont Regional Cancer Center Library.*

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The School of Nursing offers two undergraduate programs: a four academic year program leading to the Bachelor of Science degree and a two academic year program leading to the Associate in Science degree. In addition the School provides a full-time Continuing Education Program for nurses in Vermont and neighboring states and a Certificate Family Nurse Practitioner Program.

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The School of Allied Health Sciences offers Associate Degrees for programs in Dental Hygiene, Radiologic Technology, and Medical Laboratory Technology. Bachelor of Science degrees are offered in Medical Technology and Physical Therapy. A Master of Science degree is offered in Medical Technology.

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## THE DEPARTMENTS

### THE DEPARTMENT OF ANATOMY AND NEUROBIOLOGY

*Chairman:* Rodney L. Parsons, Thayer Professor of Anatomy; Professors Newhall (Emeritus), Parsons and Young; Associate Professors Freedman, Krupp, Ring (Radiologic Anatomy), and Wells; Assistant Professors Ariano, Boushey, Kriebel and Schwaber; Research Assistant Professor Fiekers; Instructor Wait; Lecturer Fonda.

Course for medical students are offered in gross, microscopic anatomy, and neuroscience.

#### BASIC SCIENCE CORE

**GROSS ANATOMY.** This course is designed to give the student an understanding of the fundamental principles of organization of the human body. This is accomplished through individualized laboratory instruction which centers on dissection of the entire cadaver. Models, cross sections, charts, radiographs, slides and movies are utilized as teaching aids. Gross anatomy, embryology, radiological anatomy and clinical correlation lectures are also presented. Upon completion of this course, the freshman medical student should have acquired a working knowledge of anatomy along with an appreciation for the fundamental role of gross anatomy in other medical disciplines. Three lecture hours and eleven laboratory hours per week during the first trimester.

**MICROSCOPIC ANATOMY.** The aim of the core course is to help the student acquire useful and meaningful concepts of cell and tissue morphology and the structural organization of selected organs; an appreciation of structure as the locus of function; and an introduction to the methodology of histologic examination of tissues. Histochemistry and electron microscopy are emphasized when they illuminate structural and functional concepts. Six hours of lecture and laboratory each week during the first trimester.





**NEUROSCIENCE.** The core course outlines morphological and physiological features of the neuron and the central nervous system. The functional significance of structure is emphasized throughout, in order to prepare the student for intelligent diagnosis and localization of neural disorders in the clinical sciences. The course is offered in the second trimester.

### ELECTIVE PROGRAM

The Department of Anatomy and Neurobiology, in cooperation with interested clinical departments, offers, in addition to Graduate College courses, advanced courses in neuroanatomy, surgical anatomy and histology.

### GRADUATE COLLEGE COURSES

Graduate courses and opportunities for research are available to interested medical and graduate students. Programs in the Department of Anatomy and Neurobiology can lead to the degree of Master of Science or Doctor of Philosophy. Participation in such degree programs is conducted under the regulations of the Graduate College and requires the approval of the Department and the College of Medicine. The Graduate College catalog should be consulted for courses and programs. For additional information, contact Dr. Rodney Parsons.

### THE DEPARTMENT OF BIOCHEMISTRY

*Chairman:* Edward Bresnick; Professors Bresnick, Lamden, Melville (Emeritus), J. Thanassi, and Woodworth; Associate Professors Auletta, Chiu, Cutoroneo, Hart, and Meyer; Associate Professors (Clinical) Anderson; Research Associate Professor Ehrlich; Assistant Professor Cidlowski; Research Assistant Professors Eastman, Little, N. Thanassi, and Tierney; Instructor (Clinical) Kunin.

The primary objective of the teaching program is to impart a knowledge of fundamental biochemistry which will permit an understanding of present applications and future developments in relation to medicine. In order to provide the biochemical information needed by other basic sciences, biochemistry is offered at the beginning of the first year. Emphasis is placed on fundamental biochemical principles, and applications to medicine.

Members of the Department are also available for participation in other courses in the medical curriculum.

### BASIC SCIENCE CORE

**MEDICAL BIOCHEMISTRY.** Lectures, conferences, and assigned reading in biochemistry, particularly as it relates to medicine. The course stresses the area of molecular biochemistry: chemistry, structure, and metabolism of protein, amino acids, carbohydrates, lipids, and nucleic acids, and the properties and functions of enzymes. The biochemistry of the whole organism is of particular consideration. Respiration, hemoglobin, iron metabolism plasma proteins, acid-base balance mineral metabolism, vitamins, hormones, and control mechanisms are some of topics discussed.

### GRADUATE COLLEGE COURSES

Opportunities exist for additional training in both the theoretical and practical aspects of biochemistry. Graduate courses offered by the Department as part of

its Ph.D. program are available to qualified medical students as part of their elective program. Participation in the research activities of the Department is possible as an elective and also during the summer. Subject to the approval of the Department and to the regulations of the Graduate College, it is possible for qualified students to apply credit obtained in graduate courses and research toward an M.S. degree in biochemistry; or toward an M.S., non-thesis option, for independent literature research.

Prerequisite: Permission of the Department Chairman.

301-302 General Biochemistry; 303 Biochemistry Laboratory; 305-306 Medical Biochemistry; 307-308 Special Topics (Biochemistry of Diseases); 320 General Enzymology; 331 Nucleic Acids; 340 Organic Biochemistry; 371 Physical Biochemistry; 375 Cancer Biology; 381 Seminar.

### THE DEPARTMENT OF FAMILY PRACTICE

*Chairman:* Edward E. Friedman; Professors Friedman, Bouchard; Associate Professors Silberman and Tormey; Clinical Associate Professors Cross, Lantman, and Stanilonis; Assistant Professors Gallagher, Little, Sproul, Saia, Ramsey; Clinical Assistant Professors Allard, Bertocci, Park, Ryan, Vogt, Coddair, Laffel, Miller and Williams; Assistant Professor Flynn.

The Family Practice program is designed to develop an understanding of the delivery of comprehensive, primary care. Students should be prepared to assume the responsibility for total family involvement which requires reliability, compassion, understanding, and self-confidence. The family practitioner must be capable of defining resources, community and medical, in an effort to manage total patient care and provide for assistance in social, financial, and psychological areas where indicated. Patient and public education is an integral part of the day-to-day function of the family practitioner, as are preventive care and hazard control.

### BASIC SCIENCE CORE

This department presents a course during this core that addresses the issues in Health Care Delivery which includes exposure to model systems, economics of health care, planning and evaluation of effectiveness of medical practice including legal and ethical areas.

### SENIOR MAJOR PROGRAM

This program is designed for students who are interested in pursuing a career in Family Practice or for those who desire to be exposed to all areas of medical care in a multispecialty course. The required rotations are Internal Medicine, Pediatrics, Emergency Medicine, and Community Preceptorship.

The remainder of the 16 months in this program is devoted to electives with suggested rotations in the Art of Family Practice, Research in Family Practice, Obstetrics and Gynecology, Neurology, Radiology, Orthopaedics, Dermatology, and other subspecialty areas. Special electives can be arranged and will be so designed as to offer the best exposure needed for Family Practice Senior Majors. Psychiatry services, ambulatory care settings, clinics and institutional care are only some of the areas that are available.

Student orientation and participation in community and agency programs extend for a period of days to weeks in extramural settings. All arrangements are made to suit students' interests on an individual basis. Some of the areas suggested would be Visiting Nurse Association, Mental Health agencies, Health Department divisions, Extended Care (skilled) Facilities, Department of Epidemiology and Environmental Health Programs with teaching in Medical Sociology, Biostatistics, etc. Special assignment by student request will be evaluated for approval before assignment.

Where necessary, services outside the Medical College and Medical Center will be scheduled and arranged after approval of these services by the chairman of the Department of Family Practice, and the chairman of the specialty involved. There are Public Health Service clinics, private clinics and community health services in areas around the country that offer an excellent experience in ambulatory care under supervision with responsibility in keeping with level of training.

### THE DEPARTMENT OF MEDICAL MICROBIOLOGY

*Chairman:* Warren I. Schaeffer; *Professors* Johnstone, T. Moehring, Schaeffer and Stinebring; *Associate Professors* Albertini, Boraker, Fives-Taylor, Forsyth, Gump and Novotny; *Associate Research Professor* J. Moehring; *Adjunct Professor* Chapple; *Adjunct Associate Professor* Smith.

The Department of Medical Microbiology, through its teaching program for undergraduate medical students and graduate students, and through the research activities of its members, both faculty and departmental medical or graduate students, proposes to provide training in fundamentals of pathogenic microbiology needed by all students (medical or graduate) of parasitism and training in advanced microbiology, needed by medical graduate students who expect to undertake teaching or research in this field. Areas of special teaching competence or research interest include: host-parasite relationships at the organismic cellular and molecular levels, microbial genetics, immunology and immunogenetics, diagnostic bacteriology and virology in vitro carcinogenesis, and cell, organ or tissue culture. Medical students, with permission, are encouraged to participate in any of these activities during free or elective time.

### BASIC SCIENCE CORE

**MEDICAL MICROBIOLOGY.** The primary objective of this course is to present to students of medicine those aspects of microbiology which they *as physicians* will find of value. Mechanisms of pathogenesis, mechanisms of host resistance, specific agents causing diseases of viral, bacterial, fungal, and parasitic origin are discussed with emphasis on the ecologic rather than taxonomic approach. Basic aspects, antibiosis and resistance to development autoimmune diseases and transplantation immunity, viral oncogenesis, "slow" virus infections are topics receiving special emphasis. Laboratory emphasis is on presentation of material which augments lecture material or illustrates how the laboratory can be an aid to the student of microbial disease rather than in developing the laboratory skills of the students.

## GRADUATE COLLEGE COURSES

The Department offers programs of study leading to the Master of Science and Doctor of Philosophy degrees. Medical students may also participate in these programs.

Prerequisite: Permission of the Department Chairman.

See Graduate College Bulletin. Courses for graduate students only.

## THE DEPARTMENT OF MEDICINE

*Chairman:* H. N. Beaty; *Associate Chairman:* E. S. Horton; *Professors:* R. J. Albertini, H. N. Beaty, W. L. Beeken, J. H. Bland, R. E. Bouchard, S. L. Burns, E. Danforth, R. Dolin, F. J. Gennari, T. C. Gibson, D. W. A. Gump, J. S. Hanson, E. S. Horton, M. D. Kaye, I. H. Krakoff, E. L. Krawitt, A. M. Levy, J. H. Mabry, E. A. H. Sims, B. S. Tabakin, W. A. Tisdale, H. M. Tufo, J. A. Waller, L. L. Weed, J. W. Yates; *Emeritus Professors:* S. T. Allen, E. L. Amidon, E. Lepeschkin, C. A. Phillips, G. A. Wolf; *Associate Professors:* D. Babbott, G. S. Davis, W. G. B. Graham, W. D. Gundel, P. C. Kelleher, P. A. Krusinski, A. S. Kunin, D. S. Raabe, C. F. Runge, J. C. Twitchell, C. H. VanBuren, G. W. Welsh; *Assistant Professors:* D. L. Bronson, W. B. Ershler, H. B. Graman, J. P. Griffin, V. L. Hood, J. Kelley, J. P. Kelly, R. C. Reichman, D. C. Robbins, A. S. Rubin, R. S. Schwartz.

The Department of Medicine has as its three-fold mission scholarly instruction in the disciplines of clinical medicine, provision of high quality care to patients and active involvement in research.

Members of the Department have had advanced training in the broad field of internal medicine, and most have additional research or special clinical skills that provide balance and strength through the areas of departmental responsibility in hospitals, clinics and laboratories.



*A conference between professor, residents and medical student in Mary Fletcher Unit.*

As attending or consulting staff physicians at the Medical Center Hospital of Vermont, members of the Department of Medicine provide daily patient care and bedside instruction and supervision for students, housestaff, clinical trainees and other physicians. As clinical and laboratory investigators, they bring refined and quantitative methods to bear on problems of human disease, often working as units or teams in laboratory areas within the Medical School complex.

The many formal and informal departmental conferences ranging from Medical Grand Rounds to daily bedside rounds are attended by students, housestaff, senior staff and visiting physicians.

### CLINICAL SCIENCES CORE

The 12 week Clinical Clerkship in Medicine emphasizes care of patients hospitalized on the Medical Service at the Medical Center Hospital of Vermont, the Champlain Valley Physicians Hospital in Plattsburgh, NY and the Maine Medical Center in Portland, Maine. In each institution students are encouraged to take progressive responsibility for patient care under the supervision of house staff and attending physicians. Full-time faculty make regularly scheduled teaching visits to both the Champlain Valley Physicians Hospital and the Maine Medical Center. Subspecialty conferences, Grand Rounds and Patient Audits supplement regular bedside Teaching Attending and Clinical Tutorial Rounds at the Medical Center Hospital of Vermont.

### SENIOR MAJOR PROGRAM

The Department of Medicine Senior Major Program is designed for students interested in primary medicine, "classic" internal medicine or an academic course with subspecialty emphasis. Its requirements include supervised acting internships on the Medical Service at the Medical Center Hospital of Vermont, the Champlain Valley Physicians Hospital, the Maine Medical Center and a preceptorship with approved groups of practicing primary care physicians. The majority of the program is open for the student to select, with the assistance of a faculty advisor, those experiences at the Medical Center Hospital of Vermont and in approved extramural centers which best fit his long-range goals. These experiences can include research and/or general and subspecialty medical rotations.

### THE DEPARTMENT OF NEUROLOGY

*Chairman:* Charles M. Poser; *Associate Chairman:* Herbert L. Martin; *Professors* Martin, Poser, Schumacher (Emeritus); *Associate Professors* Emery, Gomez, McKee (Peds), J. McQuillen; *Assistant Professors* Ciongoli, Goodkin, McSherry, Roomet, M. D. Scollins; *Instructor* O'Brien (EEG).

The Department of Neurology provides instruction to undergraduate students in diseases of the nervous system, sponsors a graduate residency training program in Neurology at the Medical Center Hospital and actively participates in allied health and continuing education programs. House officers from other programs, in particular Medicine and Psychiatry, rotate through the neurologic service routinely. Resident physicians assist in the instruction of students on the inpatient service. Didactic conferences are held regularly and are primarily for the benefit of medical students. An active visiting professor's program enhances the teaching program. The staff consists of the Chairman and five full-time clinical teachers and six resident neurologists. The Department engages in both primary and consultative patient care, clinical investigation and operates several specialized outpatient clinics. Special emphasis is placed upon child neurology and sophisticated electrodiagnosis.



### BASIC SCIENCE CORE

In the context of the integrated course, Basic Clerkship, members of the staff provide a brief review of neurophysiology, demonstrate and explain methods of neurological diagnosis, discuss ancillary laboratory techniques, and supervise student performances of bedside neurological examinations. Members of the Department participate in the Neurosciences course and, as occasional lecturers, in some of the other basic science courses.

### SENIOR MAJOR PROGRAM

The Department offers a Senior Major Program which is characterized by its flexibility, thus encouraging students to explore a variety of experiences, not necessarily related to the neurological sciences. Elective rotations are available on the ward service (acting interns), on the child neurology service (primarily outpatient experience), inpatient consultation service, electrodiagnostic laboratory and Center for Disorders of Communication. These activities are all conducted in the Medical Center Hospital. Close and frequent faculty contacts are the hallmark of the program: direct faculty involvement occurs on an average of sixteen hours per week. The experience in clinical neurology is designed to familiarize the student with the concepts and mechanics of the neurologic history and examination, and with the symptomatology and management of common neurologic diseases, with particular emphasis upon those illnesses commonly encountered in family practice. The Senior Major student becomes an integral part of the diagnostic and management teams. In addition, considerable experience is gained in neuropathology, interpretation of neuroradiologic and electrodiagnostic procedures, and with the medical, neurosurgical, psychiatric and psychological aspects of diseases of the nervous system by means of frequent and close contacts with those specialties. Similarly, the student gains experience in the rehabilitative and orthopaedic aspects of these illnesses. The inpatient service is a very active one, with a large number of admissions, a very rapid turnover and a wide variety of clinical problems.

### DEPARTMENT OF OBSTETRICS AND GYNECOLOGY

*Chairman:* Leon I. Mann, M.D., *Associate Chairman:* H. A. Durfee, Jr., M.D.; *Professors:* Durfee, Maeck, Mann, Anderson; *Professors (Clinical)* Burchell, Solomon (Endocrinology); *Associate Professors* Boardman, Lewis, Braun, Clapp, Mead, Silberman; *Associate Professor (Clinical)* Thabault; *Assistant Professors* Belinson, Gibson, Smith; *Assistant Professors (Clinical)* Cannon, Russo, Davis, Mazur, Murphy, McDowell, Granai, Romeyn.

### BASIC SCIENCE CORE

Members of the clinical faculty of Obstetrics and Gynecology in association with the basic science faculty present appropriate, clinically oriented material in anatomy, pathology, human sexuality and the Basic Clerkship.

### CLINICAL SCIENCE CORE

The Clinical Core Program in Obstetrics and Gynecology is presented over a period of 8 weeks and includes clinical experience in ambulatory and in-patient obstetrics and gynecology. During the first 3 days of the rotation, an introductory lecture series is given reviewing aspects of basic science and clinical care necessary to a student's understanding of the specialty prior to patient contact.



The student is instructed in sterile technique and conduct necessary for the delivery and operating areas. The technique of history taking and the physical examination of the female is reviewed. Following the introduction, the student's time is divided between clinical obstetrics and gynecology. Three clinical settings are utilized: the Medical Center Hospital of Vermont, Maine Medical Center and the Champlain Valley Physicians' Hospital. The clinical experience is supplemented by a lecture series, teaching rounds, resident seminars and a weekly conference consisting of grand rounds or a formal presentation by visiting or local faculty. In addition, the fundamentals of female reproduction, contraception, psychosexual problems, physiology, pathology and the management of problems are taught by problem solving through the use of clinical material and periodic audit by assigned faculty advisors.

The specialized techniques of operative obstetrics and gynecology are not stressed. It is deemed important, however, to expose each medical student to the birth process and to ensure an understanding of reproductive physiology and its implications in medicine and society.

At the end of this clinical rotation, it is expected that in addition to being able to take a general medical history and perform a general physical examination, each student will be able to diagnose pregnancy, examine the breasts, pelvis and rectum, to detect changes from the normal and will have acquired the necessary skill to perform simple diagnostic tests such as the collection of material for cytologic smear and for the detection of genito-urinary infection.

### SENIOR MAJOR PROGRAM

The Department of Obstetrics and Gynecology offers a Senior Major Program for those students interested in a career in Obstetrics and Gynecology. Requirements include Acting Internships in Ob-Gyn, Medicine and a course in basic aspects of Reproductive Physiology, Endocrinology and Gynecologic Oncology. The Department will also facilitate arrangements for obstetrical and gynecologic training for students in other Senior Major Programs.

## THE DEPARTMENT OF ORTHOPAEDICS AND REHABILITATION

*Chairman:* John W. Frymoyer; Professors Frymoyer, Pope (Bioengineering), Johnson, Milhous, (Chairman, Section of Rehabilitation); Associate Professors Moreland, Ford, Golodetz, Reuss, Gould (Emeritus); Assistant Professors Seligson, Howe, Krag, Trevino, Mogan, Newberg (Radiology), Stokes (Bioengineering); Professors Emeriti (Clinical) Kuhlmann, Rust; Associate Professors (Clinical) Davis, Molloy; Assistant Professors (Clinical) Simpson, Mahoney.

Orthopaedics and Rehabilitation covers a broad field of medicine which is concerned with diseases, deformities, and injuries involving the neuromusculoskeletal system. The Department has as its primary responsibility the instruction of medical students, house staff, as well as nurses and physical therapists, in the diagnosis, prevention, and management of problems specifically as related to the musculoskeletal system. The Department is involved in ongoing research programs, both basic and clinical, in the areas of arthritis, sports related injuries, bone growth, spinal mechanics, scoliosis, disorders of the foot, and mechanisms of fracture injury and healing. All members of the Department are involved in acute and chronic patient care. There is a fully approved residency training program at the Medical Center Hospital of Vermont for 12 residents in children's and adults' orthopaedics as well as trauma and rehabilitation.

Members of the departmental staff and residents participate in the teaching of medical students in all four years of the curriculum. Members of the staff participate in the teaching of anatomy during the first year. Lectures are given in physical diagnosis of musculoskeletal disease and deformity in the Introduction to Clinical Disciplines.

Students are assigned to Orthopaedic Surgery during the Clinical Science Core for two weeks, for both didactic instruction and for the opportunity to examine orthopaedic inpatients and participate in their treatment. Students attend the orthopaedic clinics, and have regular assignments in the care of patients in the emergency room as well as being encouraged to participate in the operating theater.

Electives are open to interested students during their senior year, as well as a senior student major program. For students with a surgical career goal, a one-month elective is available where there is opportunity to be more intensively involved in the management of both the in-and out-patient orthopaedic patient, as well as to assist members of the operating team. For students interested in the broad field of rehabilitation, a senior major program is available which includes extensive inpatient and outpatient experience in all aspects of neuromusculoskeletal disease.

## THE DEPARTMENT OF PATHOLOGY AND ONCOLOGY

*Chairman:* John E. Craighead; Professors Batsakis, Clemmons, Craighead, Korson, Luginbuhl, Nishiyama, Stark, Trainer; Associate Professors Butties, P. Howard, MacPherson, McQuillen, Perl, Tindle, Winn, and Toolan; Assistant Professors Adler, Allen, Hardin, D. Howard, Lapenas, Lee, Little, Mossman, and Murphy.

The interests and responsibilities of the Pathology faculty include teaching, research, and the practice of both anatomic and clinical pathology in the affiliated teaching hospitals. The diversity of interest and variety of responsibility within the staff as represented by these activities create an ideal atmosphere for the introduction of students, interns and residents to the study of disease in all of its manifestations.

### BASIC SCIENCE CORE

The major course in Pathology is presented as a part of the Basic Science Core and is designed to present a concentrated yet comprehensive view of disease in sufficient depth to prepare the student adequately for subsequent clinical studies. Fundamental principles are emphasized and structural, functional, and clinical correlations are stressed.

Although the organization of the course involves the traditional division into general and special pathology, the emphasis is considerably modified. Pathophysiological correlations are stressed. The teaching format varies from formal lectures to small informal discussion groups. A student is encouraged and assisted to develop for himself a pattern of self-education. Extensive use is made of clinical case studies, slides, gross material (both fresh and preserved) and visual aids.

Instruction in clinical pathology is correlated with the work in general and special pathology. It is designed to acquaint the student with laboratory medicine, including the tests available in the clinical laboratory, the value and limitations of these tests, and the interpretation of results. Emphasis is placed on the clinical application of laboratory data and the correlation of the data with other clinical findings.

### CLINICAL SCIENCE CORE

During the Clinical Science Core, the Department of Pathology cooperates with other departments in providing instruction. This includes collaborating on and presenting departmental and specialty conferences, clinical pathological conferences, consultation on clinical problems, and supervision of laboratory tests performed by medical students on patients assigned for their study.

### SENIOR MAJOR PROGRAM

The Department has appropriate courses in pathology for both "majors" in pathology and those in other clinical departments. Elective courses primarily provide in-depth instruction in selected areas of pathology. On the other hand, for those students particularly interested in pathology there is an opportunity for greater exposure to the field while at the same time continuing their in-breadth education as physicians.



*A corner of the Intensive Care Nursery.*

## THE DEPARTMENT OF PEDIATRICS

*Chairman:* R. James McKay, Jr.; *Professors:* Lucey, McKay, Dickerman, Levy (Cardiology), C. F. Phillips, Tampas (Radiology) and Soyka (Pharmacology); *Professors (Clinical):* R. K. Bergner, Gentry, McKee, Narkewicz, Stackpole and Swartz; *Associate Professors:* Emery (Neurology), and Young; *Associate Professors (Clinical):* Bates, E. Clark, R. R. Coffin, Hodgkin and Murray; *Assistant Professors:* Colletti, A. P. Guillot and Redmond (Pharmacology); *Assistant Professors (Clinical):* Holmes, Land and Wright; *Instructors (Clinical):* Aronson, Baker, Ellerson, N. K. Fukagawa, Hagan, Long, Mayer, J. R. Milne, Parker, Peters, F. Ryan, Scriggins, Sturgis, Tanner, Trumper, Wing, Wolk and H. T. Yates.

The Department seeks through its required course to give each student a grounding in pediatrics which will enable him or her to handle children successfully in whatever branch of medicine is eventually practiced by the student. Particular emphasis is put on doctor-child-parent relationships.

The Department also takes the responsibility for pediatric training of interns and residents in the Medical Center Hospital of Vermont in Burlington.



## CLINICAL SCIENCE CORE

A Two-month clinical clerkship. Each student spends one month participating actively in the care of inpatients on the pediatric service of the Medical Center Hospital of Vermont and another month in ambulatory patient care activities. Daily teaching rounds are held on the inpatient service. The ambulatory care experience includes two weeks in the office of a practicing pediatrician and two weeks of clinics. Seminars on basic pediatric subjects are held four days a week throughout the rotation.

## SENIOR MAJOR PROGRAM

Sixteen one-month rotations, up to three months of which may be taken as vacation. Required rotations include one month each as an acting intern on the pediatric floor and in the Department's University-based pediatric practice, two weeks of preceptorship with a practicing pediatrician outside of Burlington, and one month of individually tailored clinic experience. The remaining rotations are elective but subject to approval by the Department. Elective rotations are offered in ambulatory and community pediatrics, hospital pediatrics, neonatology, and pediatric practice. Electives are also offered by the respective departments in pediatric neurology, orthopaedics, psychiatry, radiology and surgery, and by the Department of Medicine in pediatric cardiology.

## THE DEPARTMENT OF PHARMACOLOGY

*Chairman:* Lester F. Soyka; *Professors* Gans, Jaffe, Krakoff, McCormack and Maxwell (Visiting); *Associate Professor* Reit (Director of Animal Services); *Assistant Professors* Hacker, Newman, Redmond, and Scollins.

## BASIC SCIENCE CORE

The pharmacology course for medical students is taught during the first period of the second year. By means of lectures and small group conferences, the course surveys the principal classes of therapeutic agents and stresses the basic principles of pharmacodynamics and drug action. Then, in large group discussion, these are reexamined from a clinical standpoint utilizing appropriate case studies.

## GRADUATE COLLEGE COURSES

The Department of Pharmacology offers graduate programs leading to the degree of either Master of Science or Doctor of Philosophy. Facilities are also available for interested medical students to do research in cooperation with members of the staff.

272. TOXICOLOGY. The biology of environmental intoxicants and of drug abuse. Ecologic and physiologic consequences of the dissemination of agricultural, industrial toxicology and of medicinal chemicals. Prerequisites: Organic chemistry and background in biology. Open to undergraduates. Three hours. Dr. Gans.

290. INTRODUCTION TO PHARMACOLOGY. Consideration of the factors which determine the efficacy and safety of drugs with emphasis on representative agents used in medicine: neuro-pharmacology, cardiovascular, endocrine and metabolic and chemotherapy. Prerequisites: Introductory course in organic chemistry (Chem. 4, 16 or 131-132) and background in mammalian biology or health sciences.

301. PHARMACOLOGY. This is the course given in the medical curriculum, with such modifications for the individual graduate student as are required. Six credit hours. Staff. Also offered as a four-week intensive course during the summer session.

302, 303. PHARMACOLOGICAL TECHNIQUES. Experiments conducted under supervision in the areas of drug metabolism, modes of drug action, physicochemical properties of drugs, bioassay, and toxicology. Prerequisite: Permission of the department. Two credit hours per semester, by arrangement. Staff.

328. INTRODUCTION TO MEDICINAL CHEMISTRY. Therapeutically important classes of drugs are surveyed stressing synthesis, relationships between physicochemical properties and pharmacological activity and methods used to evaluate drug action. Prerequisite: Chemistry 131-132. Open to undergraduates with permission of the instructors. Two credit hours. Dr. McCormack.

372. SPECIAL TOPICS IN PHARMACOLOGY. Topics of current interest and importance in pharmacology are considered in depth through presentations by graduate students, staff, and visiting scientists. One credit hour per semester. Staff.

373. READINGS IN PHARMACOLOGY. Intensive directed reading in one area of pharmacology. Students in the department must choose a topic outside their area of thesis research. A term paper and a seminar on the selected topic are required. Prerequisite: Permission of the department. Two credit hours, by arrangement. Staff.

381. SEMINAR. Current developments in pharmacology are presented by students and faculty. Organized surveys of selected fields may also be presented. One credit hour per semester. Staff.

391 through 399. MASTER'S THESIS RESEARCH. Directed research culminating in an acceptable thesis. Credit as arranged.

491 through 499. DOCTORAL THESIS RESEARCH. Directed research culminating in an acceptable thesis. Credit as arranged.

## THE DEPARTMENT OF PHYSIOLOGY AND BIOPHYSICS

*Chairman:* Norman R. Alpert; Professors Alpert, Gibbons, Low, and McCrorey; Associate Professors Halpern, Hendley, Webb and Whitehorn; Assistant Professors Hamrell, Kimura and Patlak; Research Assistant Professors Brann, Evans, Harder, Litten, Maughan and Mulieri; Research Associates and Fellows Airhart, Berman, Dietz, Hildebran, Hultgren, Jaeger, Koniarek, Low, Marcoux, Myers, Sharp and Stirewalt.

### BASIC SCIENCE CORE

MEDICAL PHYSIOLOGY AND BIOPHYSICS. Physiology and Biophysics is taught as a science to the first-year medical students, in the second and third trimester, with emphasis on the broad physical, chemical and biological principles underlying the function of mammalian organs, tissues and subcellular systems. Special stress is placed on these fundamental principles important for understanding clinical medicine and research. The core course consisting of 120 hours is made up of lectures, demonstrations, workshops, and conferences.

**NEUROSCIENCE.** The core course in neuroscience outlines morphological and physiological features of the neuron and the central nervous system. The functional significance of structure is emphasized throughout, in order to prepare the student for intelligent diagnosis and localization of neural disorders in the clinical sciences. The core course in Neuroscience consists of 100 hours of lectures, demonstrations, conferences and laboratories and is the joint responsibility of the Anatomy and Physiology departments.

### ELECTIVE PROGRAM

There is a vigorous graduate and research program in the Department. Medical students may participate in advanced seminars, as well as in various research projects. For details regarding formal participation in this program see Dr. Norman R. Alpert.

### GRADUATE COLLEGE COURSES

Under special circumstances medical students may take advantage of the opportunity for graduate study leading to a Doctor of Philosophy degree. For further details on the graduate program see the catalog of the Graduate College or write for the Department's brochure. A number of fellowships are available for summer research or graduate study.

In addition to research opportunities and tutorial programs dealing with special problems in Physiology, the Department offers a number of formal courses. These include: Biometrics and Applied Statistics, The Physiology of Synaptic and Conducting Membranes, The Molecular Basis of Biological Motility, Special Sense Receptors, The Physiology and Biophysics of the Circulation, The Physiology and Pharmacology of Synapses, The Physiology of the Central Nervous System, Cellular Physiology and Biophysics, and Principles and Elements of Biomedical Instrumentation. For more details regarding this program inquiries should be made at the Department office.

### DEPARTMENT OF PSYCHIATRY

*Chairman:* Sheldon Weiner; Professors Weiner, J. Cohen, Elkins, McKegney, Nurcombe, Achenbach, Huessy; Professors (Clinical) Brooks, Leitenberg; Associate Professors Ives, Lenox, McAree, Weaver, Willmuth, Woodruff; Research Associate Professor: Ehrlich; Associate Professors (Clinical) Bishop, Christie, Citrin, Goldfine, Heath, J. Cohen, Hendley, Hillman, Rolf, Bingham, Gibbard, Jacobsohn, Soreff, Voss; Assistant Professors Coor, Preis, R. Bernstein, Gallagher; Assistant Professors (Clinical) Peyser, Rosen, Shaw, Wright, Boedy, Lane, Rife, Ellison, Gladstone, Danielson, Klein, Ruoff, Saran, McMains, McNeil, Grayson, Siegel, Udell, McCarthy, Johnson, Hardesty, Fanning, Wood; Instructors (Clinical) Brush, Massonneau, Schaeffer, E. Bernstein, M. Willmuth, Carrier.

The basic mission of this Department of Psychiatry is to learn and teach those attitudes, skills and knowledge which will enable all health professionals to observe, understand, and respond appropriately, through treatment interventions to the behavior of those for whom they have professional responsibility. In carrying out this mission, a major priority is to educate medical students, physicians and other practicing health professionals in their care of patients. Included in this category are psychiatric residents who will be identified as physicians, trained to function as consultants, teachers, and managers within a health care

system, as well as to have the basic skills of a specialist in psychiatry. Of parallel importance in carrying out this basic mission is the maintenance of clinical care programs appropriate to our educational goals.

A residency program is approved for four years of training by the Council on Medical Education of the American Medical Association. Residents rotate through several services of the general hospital. Affiliations with community agencies and other activities are also available in the residency training program. In addition to the regular clinical teaching and conferences in the hospitals, an academic program of seminar instruction and individual supervision is offered. Approved programs in child and adolescent psychiatry and psychosomatic medicine are also available.

#### BASIC SCIENCE CORE

311-312. HUMAN BEHAVIOR. This two part course is designed to introduce medical students to the biopsychosocial model of medicine.

Part I, offered during the fall of the freshman year, concentrates on the patient in illness and in health. Social theory and human values, as they apply to medicine are discussed. Interviewing, life events and stresses, the physician-patient relationship, medical decision making, professional communication, grief, and aging are some of the topics that are presented. In the process of learning about patients, students will hopefully learn about themselves. The small group setting allows them an opportunity to practice interpersonal skills and to become aware of the impact of their own behaviors and attitudes on their peers. This active participation, which also includes the two faculty members assigned to each group, is meant to facilitate the beginning of the transition from layman to physician.

Part II of the Human Behavior course will be offered for the first time in the winter of 1982. The curriculum will emphasize an integration of previously learned psychosocial principles with the clinical practice of medicine. Case material presented by students will be discussed in a small group format. Areas of concentration will include, but not be limited to, the treatment and care of the chronic patient, ethical issues in medicine and styles and techniques of doctoring.

HUMAN SEXUALITY IN MEDICINE This course is given in the first trimester of the sophomore year. Its goal is to introduce the student to the anatomic, physiologic and psychologic bases of human sexual response and human sexual problems. It attempts to give the student an understanding of the broad spectrum of human sexual behavior and to encourage the student to think about the various points of view on controversial issues in sexuality. The course also asks the student to examine his or her own attitudes towards sexuality, and to explore how these might influence the ways in which the student will eventually deliver patient care. The course enables the student to take an accurate and complete sexual history when indicated, and it also introduces the student to means whereby he or she can better understand and manage the patient's sexual problems. The course consists of a weekly lecture, followed by a small group discussion as well as one all day exercise on sexual attitude reassessment.

#### CLINICAL SCIENCE CORE

PSYCHIATRY. The core course in psychiatry is designed to provide a broad exposure to concepts of behavior as they relate to clinical psychiatry in the practice of medicine. The eight-week rotation consists of various learning activities, including daily seminars, weekly child psychiatry experiences, and assignments to a clinical psychiatry service.

The rotations have several emphases: an understanding of the conceptual relationship between the neurological and the social sciences in clinical psychiatry; knowledge of psychopathology and psychiatric syndromes; proficiency in interviewing; and familiarity with the application of psychiatric knowledge and skills within the general medical setting.

### SENIOR MAJOR PROGRAM

The psychiatry Senior Major Program has been designed to (1) prepare students for specialization in psychiatry and (2) provide an intensive experience in specific areas for these students planning to enter other fields of clinical care or research. The specific objectives are based upon that body of knowledge, attitude and skills which have comprised the Human Behavior and Neuroscience courses and the psychiatric clinical rotation. The Senior Major Program consists of both required and elective components and is part of a neuroscience senior major program run jointly with the Department of Neurology. The optimal output of this program will be to acquaint the senior major student with the role of psychiatry in medicine and enable him/her to obtain a complete psychological data base, formulate an appropriate assessment, define a plan of intervention and rationally prescribe an appropriate treatment.

Senior major students are expected to take on the role of an acting intern while on the various rotations at MCHV, and will function under the close supervision of attendings and residents. The elective program offers ample opportunity for senior majors from other specialties and from other medical centers to either explore the field of psychiatry before making a career decision or to concentrate their efforts in more specialized areas of interest, i.e., crisis intervention, neuroscience research, care of the dying patient, consultation-liaison psychiatry, etc.







*The professor of radiologic physics with the four million electron voltage linear accelerator in Division of Radiation Therapy.*

## THE DEPARTMENT OF RADIOLOGY

*Chairman:* John P. Tampas; Professors Foley, Janney (Radiologic Physics), Peterson (Retired), Ring, Roth (Electrical Engineering), Soule (Emeritus), Tampas, VanBuskirk (Emeritus), Hunziker, Heilman, Kupic; Associate Professors Clements, Dietrich, Mindell; Assistant Professors Abarbanel, Fairbank, Holm, Johnston (Retired), McDay, Newberg, Ratkovits, Roland, Saxby (Retired); Instructor Chandler; Lecturer Harwood (Radiologic Physics).

The Department of Radiology provides special services to local teaching hospitals and in addition provides instruction to medical students, residents, nurses, as well as students from the School of Allied Health in Radiologic, Nuclear, and Therapeutic Technology.

Fifteen staff members work full-time in radiology in the teaching hospitals and the College of Medicine.

The teaching of radiology extends through the entire four years in conjunction with the Department of Anatomy, lecture demonstrations of the normal roentgen anatomy are given during the first year. In addition, orientation sessions are provided for the first year students in the Department of Radiology. During the Clinical Core, students are instructed in the principles of diagnostic and therapeutic radiology with numerous interdepartmental conferences held with the various clinical departments. An elective in radiology and its various subspecialties is offered during the elective core.

Fully accredited residency programs in diagnostic radiology and radiation therapy are available and utilize the facilities of the College of Medicine and cooperating hospitals. Staff members participate in nearly all of the teaching conferences of the College of Medicine.

## THE DEPARTMENT OF SURGERY

*Chairman:* John H. Davis; Professors Abrams, Davis, Foster, Gladstone (Emeritus) and Page; Associate Professors Cain, Haines, Keller, Koplewitz, McGill, Pilcher and Shea; Assistant Professors Bunker, Gamelli, McSweeney.

In addition to developing and implementing the surgical curriculum in the College of Medicine, the Department of Surgery is responsible for the training of general and specialty surgical residents at the Medical Center Hospital of Vermont. The Department consists of the following Sections: Anesthesiology, Neurosurgery, Ophthalmology, Oral Surgery, Otolaryngology, Pediatric Surgery, Plastic and Reconstructive Surgery, Thoracic and Cardiac Surgery and Urology.

### BASIC SCIENCE CORE

Members of the staff of the Department of Surgery participate in the multidiscipline Basic Clerkship.

### CLINICAL SCIENCE CORE

The twelve-week core program in clinical surgery emphasizes the hospital care of patients with surgical illnesses. Students assigned to a surgical floor work as members of a team that includes the intern, resident staff and attending surgeons. The student is responsible for the initial history and physical examination of patients assigned to him and participates in all aspects of patient care, including operative procedures. Continuity of care is stressed. Instruction in general surgery is at the bedside; didactic material is presented by the staff of the specialty sections. Students take night and weekend call with the members of their house staff team.

### SENIOR MAJOR PROGRAM

The Department of Surgery offers a Major Program to students seeking a career in general surgery or a surgical specialty. Under the guidance of an advisor from the surgical faculty, students elect from a variety of programs in surgery or in other departments within the College, including the Basic Science Departments. Students are encouraged to take elective rotations at hospitals elsewhere. An opportunity to participate in on-going research projects within the Department of Surgery is available.

### SECTION OF ANESTHESIOLOGY

*Chairman:* John E. Mazuzan, Jr.; Professors Dente and Mazuzan; Associate Professors Bell, Burfoot, Deane, Johnson, Pease and Shinozaki; Assistant Professors Abajian, C. Chase, Perkins, Shapiro and Smail.

Clinical Core instruction will be confined to intensive, small-group, operating room didactic and practical experience. A one-month elective program for Senior Major students is available. This time may be spent on intensive respiratory care with the Respiratory Therapy group. Weekly anesthesia conferences are open to students. The resident training program consists of the appointment of nine residents for two, three or four years.

## SECTION OF CARDIO-THORACIC SURGERY

*Chairman:* Laurence H. Coffin; Professor Coffin; Associate Professors DeMeules and Miller; Assistant Professor Ittleman.

The thoracic surgeon is a specialist in disease within the chest, who also performs surgery. The teaching program of Thoracic and Cardiac Surgery emphasizes the dynamic interplay of medical sciences and humanities in achieving optimal patient care. Sponsored formal meetings include a weekly combined medical-surgical conference, a daily thoracic X-ray review, monthly Thoracic Surgical Pathology Conferences, Cardiac Pathology Conference and Esophageal Disease Conference as well as combined conferences with the Cardiopulmonary Division, and cardiac surgery workshops. Formal lectures are kept to a minimum, with preferential teaching on rounds, "spot seminars," and student tutorials. The students participate actively in work-up and presentation of patients, in surgery (including open-heart) and in postoperative management.

Diagnostic activities include the more sophisticated assessment of coronary and other heart disease, as well as conventional procedures in thoracic and cardiovascular problems. Techniques in diagnosis and in disease evaluation are under constant research and development. The clinical program includes all phases of thoracic and cardiovascular disease in the Medical Center Hospital.

Operative programs include cardiopulmonary by-pass for open-heart surgery and conventional thoracic procedures. Postoperative care involves the required attention to customary problems and, in addition, intensive postoperative management of serious problems, including Special Care Unit.

Experimental and clinical investigative problems relate to open-heart surgery, to postpump syndromes, postoperative assessment of cardiac and of pulmonary function after surgery. A broad program in coronary surgery, integrated with other departments within the medical school is under development. Summer student fellowships are occasionally available in all programs.



*A young patient gets acquainted with the anesthesiologist, operating room nurses and stethoscope.*

## SECTION OF DENTISTRY, ORAL & MAXILLOFACIAL SURGERY

*Chairman:* John E. Farnham (Clinical); Professor (Clinical) Farnham; Assistant Professors (Clinical) Bowen, Reed and Watson; Instructors (Clinical) Connolly, Culver, Danielson, Lawrence, MacLellan, Ratkus and Richardson.

This section of the Department of Surgery offers lectures on oral medicine, oral pathology, and oral diagnosis for the medical students. Demonstration and participation in teaching regional and local anesthesia of the head and neck are made available at the Dental Clinic at the College.

The section offers an approved general practice residency in dentistry and participates in house staff education.

## SECTION OF NEUROLOGICAL SURGERY

*Chairman:* Henry H. Schmidek; Professors Emeriti: Donaghy and Wallman; Professor Schmidek; Associate Professor Flanagan; Assistant Professor Walters.

The Section of Neurological Surgery offers instruction at all undergraduate levels. Its faculty participates in discussions regarding basic mechanisms involving the nervous system and in surveys of its clinical activities for the clinical care. Core surgical students may elect a rotation on neurosurgery and senior majors often choose to spend a month on the service.

A four-year residency is approved for physicians who have had basic surgical and neurological experience and a graduate fellowship of one year is available to neurosurgeons wishing to work in the microneurosurgical research laboratory.

The neurosurgical division serves as a regional center for consultation and for graduate medical education.

## SECTION OF OPHTHALMOLOGY

*Chairman:* Phil A. Aitken; Professor (Clinical) E. Irwin; Associate Professors (Clinical) Guiduli and Kleh; Assistant Professors Aitken, Irwin and Maguire; Assistant Professors (Clinical) D. Chase and Lawlor.

The Section of Ophthalmology participates in the Basic Clerkship, in the Clinical Core Program of the Department of Surgery and an elective course in the Senior Major Program. These courses involve interdisciplinary arrangements with other departments and other institutions in the case of the Senior Major Program, as needed.

## SECTION OF OTOLARNGOLOGY

*Chairman:* Robert A. Sofferman; Associate Professor Lathrop (Emeritus); Associate Professor Sofferman; Assistant Professors DeLozier and Ziv.

The Section of Otolaryngology participates in the Basic Clerkship portion of the Basic Science Core.

During the Clinical Science Core, didactic lectures are given as well as two-week Clinical Clerkship rotations which include experience in the otolaryngology offices as well as surgical and inpatient ward exposure.

Senior majors in surgery, pediatrics, family medicine, etc., rotate through the section in programs individualized to the needs and desires of the particular student.

The Section offers an approved residency in otolaryngology and participates in the training of house staff from other residency programs.

The Otolaryngology Residency Program encompasses three years, following two years of prerequisite general surgical training. The outpatient and surgical responsibilities are structured to provide the resident with graduated responsibilities. The first-year resident is responsible for managing problems generated from the Emergency Room, and he is expected to participate closely with the attending staff in the daily office practice of otolaryngology. He assumes an active role in minor surgical procedures and assists in nearly all the major head and neck procedures. The intermediate level resident is responsible for seeing all hospital consultations and evaluating them with the attending staff. He coordinates the activities of the statewide otologic clinics and determines which patients will require surgical therapy. Otologic surgery of an intermediate level of sophistication generated from these clinics is his direct responsibility, and this surgery is closely supervised by the attending staff. The senior resident coordinates all resident functions and performs all major head and neck and sophisticated otologic surgery with the attending staff. One resident is accepted annually, such that there are three residents on the service at any given period of time. By the termination of a particular resident's three-year tenure, he has accumulated surgical expertise in all phases of otology, head and neck oncology, maxillofacial trauma, bronchoesophagology, laryngology, sinus surgery, and most aspects of facial plastic surgery. Although the residency program is small in number, the individual surgical exposure is varied and substantial to prepare for a career in general otolaryngology and Board certification.

The educational program is structured and multifaceted. Four conferences are held on a weekly basis, and serve as a central core of the teaching program. A basic science lecture is conducted within the Section and lectures are delivered by attending and resident staff as well as outside guest speakers in related fields. A patient conference is designed to present challenging clinical problems. The Otolaryngology Division of the Hitchcock Clinic at Dartmouth and the University of Vermont hold a weekly closed circuit TV conference for presentation of interesting case problems, review of current concepts in the field, and occasional viewing of pre-taped didactic subject matter. Finally, hospital walk rounds are conducted once weekly to discuss inpatient problems at the bedside. A Journal Club is held monthly outside the hospital setting. Three courses are integrated into the training program and are as follows: Home study course, temporal bone dissection course, and an extensive head and neck anatomy course.

### SECTION OF PEDIATRIC SURGERY

*Chairman:* R. W. Paul Mellish; Professor Mellish.

The Section of Pediatric Surgery aims to provide optimum surgical care for children in the hospitals of the University of Vermont Medical Center. A consultative service for other departments, practicing physicians and the State Department of Health has been developed.

The teaching program complements the general surgical courses with didactic sessions during the introduction to the Core Surgical rotation. Students may take an elective on Pediatric Surgery during their Clinical Core.

Pediatric surgical rounds are made daily on the pediatric floor. The major teaching contact with Clinical Core students is during their Pediatric rotation. Pediatric Surgical Conference is held weekly on Baird 5 with multidiscipline discussion of pediatric surgical problems. Students are encouraged to present their own cases and to do brief reviews of the literature.





During the Senior Major program students may take a one month elective on Pediatric Surgery.

The service is integrated with the general surgical residency program and surgical residents rotate through the Pediatric Surgical Service during their first and second year in the program. During this time they are taught to carry out routine pediatric surgical procedures and to manage pre- and postoperative care of their patients. Special attention is given to the management of major trauma in children. The program works closely with the Department of Pediatrics in the care of patients.

### SECTION OF PLASTIC AND RECONSTRUCTIVE SURGERY

*Chairman:* Peter C. Linton; Associate Professor Emeritus Barney; Assistant Professor Linton; Assistant Professor (Clinical) Wheeler.

The section of Plastic and Reconstructive Surgery participates in the Core and Clerkship in the areas of wound healing, soft tissue management and suture technique. Current research includes basic microvascular technique. Two-week electives are offered in basic plastic surgical problems which include office evaluation and hospital care.

### SECTION OF UROLOGY

*Chairman:* Guy W. Leadbetter, Jr.; Professor Leadbetter; Associate Professors Fagan and Morrisseau.

Didactic lectures are largely supplemented by tutorial sessions with smaller groups and by having elective time on the Urology Service to work up urological patients and to be involved with treatment and surgery. The lectures and sessions explore the urologic diagnoses and therapy of the various problems involved.

A three year approved urological residency program has been operational for a number of years with clinical research material gathered from the Urology Service, the teaching hospital and the College of Medicine.

Interns are assigned to Urology and participate in teaching and conferences.

## INDEX OF FACULTY

[Brackets enclose the date of the original appointment]

### EMERITI

- John Abajian, Jr., M.D., *New York Medical College*, 1937; *Professor of Surgery (Anesthesiology)*; [1939].
- Sinclair Tousey Allen, Jr., B.S., *Williams College*, 1936; M.D., *Harvard University*, 1940; *Professor of Medicine*; [1948].
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- Peter Lawrence, B.A., *New York University*, 1943; D.M.D., *Tufts University*, 1945; (Clinical); [1968].

- Edward Samuel Leib, M.D., *University of Michigan*, 1971; (Clinical); [1980].
- Paul A. Levi, Jr., B.S., *St. Lawrence University*, 1952; D.M.D., *Tufts University*, 1966; (Clinical); [1971].
- Audrey Agnes Linn, B.S., *Marillac College*, 1972; M.S., *University of Utah*, 1974; (Clinical); [1980].
- John G. Long, B.S., *University of Massachusetts*, 1971; M.D., *University of Vermont*, 1975; (Clinical); [1979].
- Murdo Glenn MacDonald, B.S., *University of Vermont*, 1948; M.D., 1951; [1960].
- Joan Hoshauer Madison, B.S., *Bucknell University*, 1951; M.D., *Temple University*, 1955; (Clinical); [1972].
- Jack Lawrence Mayer, M.D., *New York University*, 1971; (Clinical); [1978].
- David William McGovern, B.S., *University of Vermont*, 1971; Pod. D., *Illinois College of Podiatry*, 1975; (Clinical); [1976].
- John Joseph Mech, B.A., *Cornell University*, 1964; M.D., *Jefferson Medical College*, 1968; M.S., *University of Vermont*, 1974; (Clinical); [1976].
- James R. Milne, B.S., *University of Vermont*, 1965; M.D., 1969; (Clinical); [1978].
- Richard Joseph Norman, B.S., *University of Texas*, 1966; M.D., M.A., 1971; (Clinical); [1979].
- Patrick F. O'Brien; (Clinical); [1974].
- Robert Clifton Parker, B.A., *University of Vermont*, 1955; M.D., 1960; (Clinical); [1975].
- James Perrin Perry, B.A., *Middlebury College*, 1960; M.D., *George Washington University*, 1964; (Clinical); [1972].
- Wayne Emil Peters, B.S., *University of Iowa*, 1957; M.D., 1961; (Clinical); [1978].
- William Arthur Pratt, B.S., *University of Vermont*, 1941; M.D., 1943; (Clinical); [1954].
- Victor Leonard Ratkus, D.D.S., *University of Michigan*, 1967; (Clinical) [1976].
- Joyce A. Reddy-Bradbee, N.P., 1973; (Clinical); [1973].
- George Mansfield Richardson, B.S., *University of Notre Dame*, 1967; D.D.S., *Georgetown University*, 1971; (Clinical); [1973].
- Marilyn Gregg Rothwell, B.S. in Nursing, *University of Rochester*, 1954; (Clinical); [1973].
- Francis Paul Ryan, M.D., *McGill University*, 1961; (Clinical); [1971].
- Alan Lee Scriggins, B.A., *Middlebury College*, 1961; M.D., *McGill University*, 1965; (Clinical); [1975].
- Deborah Thayer Spurlock, B.S., *University of Massachusetts*, 1965; M.Ed., *University of Vermont*, 1974; (Clinical); [1979].
- Nelson Horace Sturgis, III, B.S., *Boston University*, 1964; M.D., *University of Vermont*, 1968; (Clinical); [1975].
- John Stetson Tanner, B.S., *Colgate University*, 1951; M.D., *Albany Medical College*, 1955; (Clinical); [1970].

John Yewdall Trumper, B.A., *Haverford College*, 1954; M.D., *University of Pennsylvania*, 1958; (Clinical); [1970].

Louis Joseph Wainer, B.A., *McGill University*, 1929; M.D., 1933; (Clinical); [1959].

Howard Alan Walker, B.A., *University of Vermont*, 1960; M.D., 1963; (Clinical); [1969].

Maurice James Walsh, B.S., *University of Vermont*, 1936; M.D., 1939; (Clinical); [1976].

Louis Marc Weiner, B.A., *University of Pennsylvania*, 1973; M.D., *Mount Sinai School of Medicine*, 1977; [1980].

Lewis Ragon Willmuth, B.S., *University of Arkansas*, 1959; M.D., 1963; (Clinical); [1970].

Delight A. Wing, B.A., *Stanford University*, 1971; M.D., *University of Vermont*, 1975; (Clinical); [1979].

Arthur Dave Wolk, B.S., *University of Vermont*, 1941; M.D., 1943; (Clinical); [1970].

Harold Taylor Yates, Jr., B.A., *University of Virginia*, 1964; M.D., *Medical College of Virginia*, 1969; (Clinical); [1980].



## Organizations

### Student Council

Elected representatives from each class form a Student Council which meets regularly with a member of the staff of the Dean's office responsible for student affairs.

### Osler Clinical Society

This society which was organized in 1929 is composed of all undergraduate students in the College of Medicine. It is largely social in nature. At its annual banquet in the spring, skits are presented by the various classes and announcements are made as to the "Department-of-the-Year," "Teacher-of-the-Year," and "Resident-of-the-Year" elected by the members of the graduating class.

### Medical Students' Spouses Club

Spouses of medical students meet frequently during the year for social activities and other projects.

### THE UVM MEDICAL ALUMNI ASSOCIATION AND ITS CENTURY CLUB

The University of Vermont Medical Alumni Association, whose membership is comprised of all graduates of the College of Medicine, is increasingly active in its support of the school and the student body.

In 1959, the Association developed the Century Club as an alumni support group but which has since grown to include faculty, parents and friends of the College of Medicine as well. During the more than twenty years of its existence, the Century Club has benefited from more than \$1,160,000 of gifts contributed through the Century Club. More than half of this (over \$600,000) has provided low interest, revolving loans for medical students in need of financial aid. It has also strengthened the Dana Medical Library by providing needed periodicals and texts. Several years ago it initiated the Century Forum—seminars featuring distinguished scientists from around the world—and has also sponsored visiting scholar programs for the various departments in the College. It commissioned the publication of a new history of the UVM College of Medicine which was published in 1979. It has furnished a student lounge and has purchased equipment for faculty and students. It has added significant support for endowed chairs. It has also supported numerous student activities, provided cash prizes awarded to members of the graduating classes and others and also has contributed to the internal and external beautification of the College of Medicine complex.

For the year 1980-81, the following serve as officers of the UVM Medical Alumni Association:

*President:* John P. Tampas '54

*President-elect:* Gerald L. Haines '44

*Vice-President:* Edward E. Friedman '50

*Secretary:* Stanley L. Burns '55

*Treasurer:* J. Bishop McGill '46

*Director of Medical Alumni Affairs:* A. Bradley Soule '28



*Executive Committee:* The officers, the Dean of the College of Medicine and, ex-officio, the presidents of the undergraduate classes or their designated representatives, the past presidents of the Association and five elected members who in 1980-81 are: Jay E. Selcow '59, Frederick C. Barrett '46, John van S. Maeck '39, Frances Rowe Gearing '52 and John T. Conroy '55.

Working closely with members of the Association and its staff and also with the student body is the Director for Development of the College of Medicine and the Medical Center Hospital, Arthur M. Brink, Jr., who holds baccalaureate and master's degrees from the University and who served UVM for a number of years as Alumni Secretary and later in the Development Office.

### Century Forum and Other Lectures

The Century Forum is sponsored and administered by the Research Committee of the College of Medicine and is funded by the Century Club of the UVM Medical Alumni Association. Eight or ten lecturers are brought to the campus each year, selected for what each can contribute with a wide range of fields represented. The speakers have attracted audiences comprised not only of faculty and students of the University at large but also of the surrounding public in the region. The research Committee has selected a group of distinguished speakers from this and other countries and the topics considered have been not merely medical in orientation but also socio-economic and philosophical. Some of the presentations have been televised and taped for later broadcast over the University's Educational Television System.

The Century Club has also sponsored Visiting Professorships mainly in the clinical departments.

The Beaumont Medical Club periodically conducts lectures and seminars in the field of medical history with students, faculty and interested friends attending—also funded by the Century Club.

Some of the departments also sponsor certain named lectures.

Alpha Omega Alpha presents one or more lectures and research forums annually.

In 1960 the Vermont Heart Association established the Clarence H. Beecher Memorial Lecture in honor of one of its founders and past president.

Also in 1960, the Vermont Division of the American Cancer Society established a memorial lecture for Wayne Griffith, M.D. (UVM 1933), formerly of Chester, Vermont.

### Honors and Prizes

**Alpha Omega Alpha, Honor Medical Society:** A chapter of the national medical honor society was installed at this college on November 21, 1952. Students are elected to membership during their third and fourth years. Although scholastic excellence is required for membership, the qualities of integrity, capacity for leadership, compassion and fairness in dealing with one's colleagues are considered to be of equal significance. Its motto is derived from four Greek words which in translation read "To be worthy to serve the suffering." Not more than one sixth of the graduating class is eligible for membership of which half may be elected in the third year. Students are elected by the membership on the basis of recommendations from both faculty and fellow classmates.

**The Governor Woodbury-Alumni/Century Club Prizes**, originally established by Governor Urban A. Woodbury, M.D., UVM 1859, and now augmented by funds from the Century Club of the UVM Medical Alumni Association: One prize is awarded at graduation to that student who has shown the greatest proficiency in clinical work in Medicine, and one to that student who has shown the greatest proficiency in clinical work in Surgery.

**The Carbee Prize:** A prize fund of three thousand dollars was established by the late Mrs. May D. Carbee of Haverhill, N.H., in memory of her husband, Moses Dyer Carbee, M.D. of the class of 1873. The annual income from the investment of this fund provides a prize to be awarded annually to the student who has shown the greatest proficiency in the field of Obstetrics. The Department of Obstetrics makes the award.

**The William Eustis Brown Alumni Prize:** This is awarded to a senior on the basis of broad cultural interests and loyalty to the College of Medicine, awarded on the basis of vote of his or her classmates, the amount of \$100 being provided by the Century Club of the UVM Medical Alumni Association.

**The Century Club Prize for Undergraduate Research:** This is an annual award of \$250 presented for performance of a research project with outstanding competence.

**The Lamb Foundation Awards:** These are presented to those graduating students who best exemplify the highest ideals of physician-patient relationships.

**The Herbert Martin, Sr. Awards:** These awards are granted to the graduating seniors who have shown the greatest proficiency in the field of Neurology.

**The Upjohn Award:** This prize is awarded to the student whose compassion and appreciation for patients' needs promises distinguished service in the care of the sick. This prize is awarded by vote of classmates.

**The Sandoz Award:** This award is granted to a graduating senior for excellence in Psychiatry.

**The Ernest Hiram Buttles Century Club Prize:** This prize of \$50 is awarded to the second year student selected by the Department of Pathology for outstanding work in that subject.

**The Chester A. Newhall Prize:** A fund of two thousand dollars was established by students, colleagues and friends of Chester A. Newhall, M.D., Chairman, Department of Anatomy (1940-1968). The income from the investment of this fund is to be awarded annually to that first-year student who has shown the greatest proficiency in the Anatomical Sciences.

**The Mosby Scholarship Book Awards:** These are granted to five of the graduating students who have been selected for excellence of performance and service to their class.

## GRADUATES, May, 1979

With undergraduate colleges, home addresses and residency appointments.

- CHRISTOPHER SCRIMSHAW ALLEN, B.A., *University of Massachusetts at Amherst, Amherst, MA; Highland Hospital, Rochester, NY.*
- JOSEPH BAYES, B.S., *University of Massachusetts at Amherst, Newton Centre, MA; Hartford Hospital, Hartford, CT.*
- MICHAEL VINCENT BERRY, B.A., *University of Vermont, South Burlington, VT; New England Deaconess, Boston, MA.*
- ALTON JOSEPH BLOW, JR., A.B., *Cornell University, Bethel, VT; Syracuse Medical Center, Syracuse, NY.*
- THOMAS BODUCH, B.A., *Springfield College, Springfield, MA; U.S.A.F. Medical Center, San Antonio, TX.*
- ANNE ALEXANDER BREWER, A.B., *Brown University, Providence, RI; University of Connecticut Affiliated Hospitals, Farmington, CT.*
- JOHN THOMAS BRITTON, A.B., *Dartmouth College, Woodstock, VT; Naval Regional Medical Center, San Diego, CA.*
- OWEN DELOS BUCK, B.S., M.S., *Bates College, Ohio State University, Westminister, VT; Duke University Medical Center, Durham, NC.*
- DEAN EDWIN CALCAGNI, B.S., *Massachusetts Institute of Technology, Rutland, VT; Letterman Army Medical Center, San Francisco, CA.*
- LINDA FORRESTER CHAMBERS, B.S., *Massachusetts Institute of Technology, Hollis, NH; Non-Clinical Year.*
- ANDREW COUGILL CHESTER, B.A., *Harvard University, Wellesley, MA; Virginia Mason Hospital, Seattle, WA*
- CYNTHIA CHRISTY, B.S., *Tufts University, Ellicott City, MD; University of Kentucky Medical Center, Lexington, KY*
- DAVID WELLINGTON COOK, A.B., *Middlebury College, Rutland, VT; Non-Clinical Year.*
- PHILIPPE SYLVESTRE COTE, B.A., *Dartmouth College, Woonsocket, RI; Dartmouth-Hitchcock Center, Hanover, NH.*
- ELLIOT HILLARY COUSINS, B.A., *New College, New Haven, CT; Medical College of Virginia, Richmond, VA.*
- EDWARD BOWEN CRONIN, B.S., *Boston College, Newton, MA; Hartford Hospital, Hartford, CT.*
- HELEN MARIE CROWE, A.B., *Mount Holyoke College, Holyoke, MA; Hartford Hospital, Hartford, CT.*
- STEPHEN ANTHONY DOLAN, B.S., *Worcester Polytechnic Institute, Leominster, MA; University of Missouri Medical Center, Columbia, MO.*
- ROBERT JAMES DRAY, JR., B.A., *Dartmouth College, South Easton, MA; New England Deaconess, Boston, MA.*
- FRANCIS JOHN FAZZANO, JR., B.A., *Yale University, West Warwick, RI; Riverside Hospital, Newport News, VA.*

- JOHN MATTHEW FITZGERALD, B.A., *University of Vermont, Burlington, VT; Genesee Hospital, Rochester, NY.*
- BURNS EDWARD FOLEY, B.A., *University of Vermont, Burlington, VT; Mary Imogene Bassett Hospital, Cooperstown, NY.*
- DANIEL MAHAR FOLEY, B.A., *Connecticut College, Rutland, VT; Vanderbilt University Affiliated Hospitals, Nashville, TN.*
- WILLIAM GERARD GAIDYS, B.A., *University of Vermont, Randolph, VT; Wm. Shands Hospital, University of Florida, Gainesville, FL.*
- DAVID BRIAN GAMMON, B.A., *Texas Christian University, Fair Haven, VT; Ohio Valley General, Wheeling, WV.*
- JEFFREY IRWIN GASSMAN, B.A., *Franklin and Marshall College, Swampscott, MA; Hartford Hospital, Hartford, CT.*
- KAREN GERSHMAN, B.A., *University of Maine at Orono, Orono, ME; Tufts University School of Medicine, Boston, MA.*
- MARK FRANCIS GRAZIANO, A.B., *Dartmouth College, Castleton, VT; Framingham Union Hospital, Framingham, MA.*
- JACK ALAN GREBB, B.A., *University of Vermont, Webster, MA; University of California Medical Center, Herbert C. Moffitt Hospital, San Francisco, CA.*
- PETER CARLETON HAINES, B.S., *University of Vermont, Williston, VT.; Medical Center Hospital of Vermont, Burlington, VT.*
- ROBERT HEALY HARRINGTON, B.A., *Boston University, Montpelier, VT; Naval Regional Medical Center, San Diego, CA.*
- THOMAS ALFRED HARRINGTON, B.A., *University of Vermont, Lynnfield, MA; Letterman Army Medical Center, San Francisco, CA.*
- MICHAEL SCOTT HERBERG, B.A., *University of Vermont, Burlington, VT; Mercy Hospital, San Diego, CA.*
- RUTH LEANNA HILLELSON, B.A., *The Johns Hopkins University, Providence, RI; University of Virginia, Charlottesville, VA.*
- BRUCE WHITLEY HONSINGER, B.A., *Washington State University, Burlington, VT; University of Utah, Salt Lake City, UT.*
- EVE INCHARDI, B.A., *University of Maine at Orono, Brunswick, ME; University of Hawaii, Honolulu, HI.*
- ROBERT CARROLL JANDL, B.S., *Northwestern University, Wayland, MA; University of Minnesota Hospitals, Minneapolis, MN.*
- JAMES NELSON JARVIS, B.A., *St. John's College, St. Albans, VT; St. Louis Childrens Hospital, St. Louis, MO.*
- WILLIAM ALBERT JENSEN, B.A., *Bowdoin College, Burlington, VT; New England Deaconess, Boston, MA.*
- DAVID DENIORD JONES, B.A., *Swarthmore College, Waban, MA; Central Maine Family Practice, Residency Program, Augusta, ME.*
- GARY ALLAN KELLER, B.A., *University of Vermont, Hampden, ME; University of Minnesota Hospital, Minneapolis, MN.*
- HERBERT JAMES KLEIN, B.A., *Stanford University, Arlington Heights, IL; Medical Center Hospital of Vermont, Burlington, VT.*

- ROGER S. LASH, B.A., *Duke University, Burlington, VT; Good Samaritan Hospital, Phoenix, AZ.*
- EVANGELINE RITA LAUSIER, B.S., *University of Rhode Island, Freeport, ME; Maine Medical Center, Portland, ME.*
- MARK FREDERICK LEVEAUX, B.A., *Antioch College, Boston, MA; Pacific Medical Center, Presbyterian Hospital, San Francisco, CA.*
- COURTLAND GILLET LEWIS, B.S., *Bates College, Woodstock, VT; University of Maryland Hospitals, Baltimore, MD.*
- MARK EDWARD LOGAN, B.A., *Dartmouth College, Norwich, VT; University of Virginia, Charlottesville, VA.*
- DAVE EDMOND LOUNSBURY, A.B., *Bates College, Stoneham, MA; Letterman Army Medical Center, San Francisco, CA.*
- JOHN CHRISTOPHER LOURAS, B.A., *University of Vermont, Rutland, VT; Medical Center Hospital of Vermont, Burlington, VT.*
- GEORGE ALDEN MANCHESTER, B.A., *Eastern Nazarene College, Johnson, VT; Williamsport Hospital, Williamsport, PA.*
- RALPH ANDREW MANCHESTER, B.S., *Tufts University, Waterville, ME; University of Kentucky, Lexington, KY.*
- SARAH ANN McCARTY, B.A., *University of Vermont, Cavendish, VT; Marshall University, Affiliated Hospital, Huntington, WV.*
- MICHAEL NEIL McKEE, B.A., *University of Maine, Coburn Gore, ME; University of Hawaii, Honolulu, HI.*
- LAURENCE FRANCIS McMAHON, B.S., M.P.H., *Carnegie-Mellon University, Yale University, Chelmsford, MA; Strong Memorial Hospital, Rochester, NY.*
- KENNETH VICTOR MISELIS, B.S., *Massachusetts Institute of Technology, Wilmington, MA; St. Francis Hospital, Hartford, CT.*
- VAUGHN MICHAEL MORGAN, B.A., *University of Vermont, Lyndonville, VT; West Virginia University Hospital, Morgantown, WV.*
- THOMAS ADDIS EMMET MOSELEY, III, A.B., M.S., *Harvard College, Harvard School of Public Health, Lincoln, VT.; Yale-New Haven Medical Center, New Haven, Ct.*
- RICHARD LAWRENCE NEEDLEMAN, B.S., *University of Michigan, Marblehead, MA; Medical College of Virginia, Richmond, VA.*
- PATRICIA ANN PISANELLI, B.A., *University of Vermont, Rutland, VT; Cook County Hospital, Chicago, IL.*
- DENNIS ARMAND PLANTE, B.A., *University of Vermont, Barre, VT; New England Medical Center, Boston, MA.*
- NANCY KAREN PLOURDE, B.A., *University of Maine at Orono, Auburn, ME; Hershey Medical Center, Hershey, PA*
- JUDITH MARIE POPECKI, B.A., *St. Michael's College, Burlington, VT; Naval Regional Medical Center, San Diego, CA.*
- RICHARD SHAW POWELL, B.A., *University of Vermont, St. Albans, VT; University of South Florida Affiliated Hospitals, Tampa, FL.*
- STEPHEN DONALD RIOUX, B.S., *Stonehill College, Fall River, MA; University of Wisconsin, Madison, WI.*





*Graduates of College of Medicine, May 1979.*

DAVID JOSEPH ROBERTS, B.S., Colgate University, Needham, MA; Kaiser Foundation, San Francisco, CA.

HUGH DAVID ROBERTS, B.A., Carleton College, Rochester, VT; Medical College of Virginia, Richmond, VA.

ALAN SCOTT ROGERS, B.A., United States Military Academy, Waterville, ME; Non-Clinical Year.

RONALD CLIFFORD SAMPSON, B.S., B.A., University of Vermont, East Corinth, VT; Good Samaritan, Phoenix, AZ.

SALLY ANITA SHULMAN, B.A., Brandeis University, Bennington, VT; University of Michigan, Ann Arbor, MI.

DONALD ARTHUR SMITH, B.A., Yale University, Barre, VT; St. Lukes Hospital, Milwaukee, WI.

EDWARD DUBOIS SPRAGUE, B.S., Bates College, Vernon, VT; University of Massachusetts Coordinated Programs, Burbank Hospital, Fitchburg, MA.

MICHAEL DENNIS STONE, B.A., Harvard University, Boston, MA; New England Deaconess, Boston, MA.

BRIAN ROBERT SZETELA, B.A., University of Vermont, Burlington, VT; Massachusetts General Hospital, Boston, MA.

SUSAN BERNARD TALBOT, B.A., Stanford University, Beverly Farms, MA; Non-Clinical Year.

DAVID HUNTINGTON THORPE, B.A., University of Vermont, Perkinsville, VT; George Washington University, Washington, DC.

DAVID JOSEPH VALACER, B.A., College of the Holy Cross, Uxbridge, MA; Presbyterian Hospital, New York, NY.

LAURIE JOAN WOODARD, A.B., Smith College, Lewiston, ME; St. Luke's Hospital, Milwaukee, WI.

MARTHA ALLEN ZEIGER, B.S., Brown University, Cumberland, RI; Naval Regional Medical Center; San Diego, CA.

## Academic Awards and Honors 1979

**Alpha Omega Alpha:** *The Motto of Alpha Omega Alpha is "worthy to serve the suffering." Students elected to this Honor Society have, in the opinion of their classmates and the faculty, given promise of becoming leaders in their profession.*

Christopher S. Allen  
Andrew C. Chester  
Cynthia Christy  
Elliot H. Cousins  
Helen M. Crowe

Evangeline R. Lausier  
Dave E. Lounsbury  
Ralph A. Manchester  
Michael N. McKee  
Thomas A.E. Moseley, III

Dennis A. Plante  
Stephen D. Rioux  
Michael D. Stone

**\*William Eustis Brown Alumni Award:** *Awarded on the basis of broad cultural interests and loyalty to the College of Medicine.*

Jack Alan Grebb

**Carbee Medical Award:** *For greatest proficiency in the field of Obstetrics.*  
Daniel Mahar Foley

**Century Club Prize for Undergraduate Research:**

Robert Carroll Jandl

**Lambe Fellowship Awards:** *For the students who best exemplify the highest ideals of physician-patient relationship.*

Anne Alexander Brewer    Andrew Coughill Chester    Helen Marie Crowe

**Herbert Martin, Sr., Award:** *To the graduating senior who has shown the greatest proficiency in the field of Neurology.*

Dave Edmond Lounsbury

**\*Upjohn Award:** *To the student whose compassion and appreciation for patients' needs promise distinguished service in the care of the sick.*

Mark Francis Graziano

**Sandoz Award:** *For excellence in Psychiatry.*

Jack Alan Grebb

**Surgical Residents Essay Prize:** To be announced.

**Ralph D. Sussman Memorial Award:** *Awarded for the greatest promise in the practice of Pediatrics.*

Thomas Addis Emmet Moseley, III

**Woodbury-Alumni/Century Club Prizes:** *For outstanding clinical proficiency in Medicine.*

Dennis Armand Plante

**Woodbury Alumni/Century Club Prizes:** *For outstanding clinical proficiency in Surgery.*

Courtland Gillett Lewis

**Class Awards:**

*Resident of the Year*

Paul G. Curlee, M.D.

*Department of the Year*

Pediatrics

*Teacher of the Year*

Ashok N. Vaswani,  
M.D.

*\*Awarded by vote of their classmates.*

## GRADUATES, May, 1980

With undergraduate colleges, home addresses and residency appointments.

PAUL JAMES BALZER, JR., B.A., *University of Maine at Portland-Gorham, Falmouth, Me; Roanoke Memorial Hospital, Roanoke, VA.*

RICHARD RAYMOND BENNUM, A.B., *Dartmouth College, Fayetteville, NY; Mt. Auburn Hospital, Cambridge, MA.*

JAY STEVEN BERGER, B.A., *The Johns Hopkins University, Providence, RI; Jackson Memorial Hospital, Miami, FL.*

MICHAEL EVANS BERMAN, A.B., *Brown University, White Plains, NY; Metropolitan Hospital, Case Western Reserve, Cleveland, OH.*

MARY ELLEN BETIT, B.A., *University of Vermont, Bennington, VT; Medical Center Hospital of Vermont, Burlington, VT.*

MARTIN L. BLACK, B.S., *University of Vermont, St. Albans, VT; New England Deaconess, Boston, MA.*

PAUL ALFRED BOEPPLE, B.A., *Harvard College, Carle Place, NY; Duke University Medical Center, Durham, NC.*

SARITA HELENE BROUWER, B.A., *University of Maine at Orono, Camden, ME; Johns Hopkins Hospital, Baltimore, MD.*

JOSEPH JAMES CAMPBELL, JR., B.S., M.S., *Boston College, Cranston, RI; Rhode Island Hospital, Providence, RI.*

DANIEL ELWYN CARR, B.A., *University of New Hampshire, Brattleboro, VT; University of Utah Affiliated Hospital, Salt Lake City, UT.*

CHERYL MARLENE COFFIN, A.B., *Bowdoin College, Bangor, ME; University of Minnesota, Minneapolis, MN.*

DAVID EDWARD COHEN, A.B., *Brown University, Burlington, VT; University of Chicago Clinics, Chicago, IL.*

STEPHEN MICHAEL COOPER, B.A., *University of Vermont, Burlington, VT; Medical College of Virginia, Richmond, VA.*

MICHAEL JOHN CORRIGAN, B.A., *University of Vermont, St. Albans, VT; Eastern Maine Medical Center, Bangor, ME.*

KERRY WAYNE CROWLEY, B.A., *University of Maine at Orono, Corea, ME; Medical Center Hospital of Vermont, Burlington, VT.*

JOEL EDWIN CUTLER, B.A., *Hampshire College, Bangor, ME; University of Oregon, Portland, OR.*

PETER ALLEN DALE, B.A., *University of Vermont, Montpelier, VT; Boston City Hospital, Boston, MA.*

JERYL KAY DANSKY, B.A., *Cornell University, Hallowell, ME; U. Arizona Affil. Ed. Program, Tucson, AZ.*

STEVEN MICHAEL DAVIS, B.A., *University of Vermont, St. Johnsbury, VT; St. Francis Hospital, Hartford, CT.*

- CATHLEEN OLIVIA DOANE, B.A., *University of Vermont, Springfield, VT; Kapiolani—Childrens Center, Honolulu, HI.*
- KEVIN ALAN DOWNS, B.S., *McGill University, Plattsburgh, NY; Medical Center Hospital of Vermont, Burlington, VT.*
- CHRISTOPHER LEE ELSTNER, B.S., *Iowa State University, Montpelier, VT; University of Utah Affiliated Hospitals, Salt Lake City, UT.*
- RICHARD ALAN FISCHER, B.A., *University of Vermont, Westminster, VT; U. Arizona Affil. Ed. Program, Tucson, AZ.*
- MARSHALL FORSTEIN, B.A., *Middlebury College, Woodbury, NY; Pacific Medical Center, San Francisco, CA.*
- REBECCA ANN FOULK, A.B., *Princeton University, South Royalton, VT; Dartmouth Medical School, Mary Hitchcock Medical Center, Hanover, NH.*
- JOHN JOSEPH GALLAGHER, JR., A.B., *Bowdoin College, Lincoln, RI; Baystate Medical Center, Springfield, MA.*
- JOHN PATRICK GARNER, B.A., *University of Vermont, Potsdam, NY; San Francisco General Hospital, San Francisco, CA.*
- ROBERT MICHAEL HAILE, B.A., *Barrington College, Providence, RI; New England Medical Center, Boston, MA.*
- LINDA SUE HERMANS, B.S., *Bates College, Kennebunk, ME; Highland Hospital, Rochester, NY.*
- BARBARA BITTNER HEUBLEIN, B.A., *University of Vermont, Brattleboro, VT; Dartmouth Medical School, Mary Hitchcock Medical Center, Hanover, NH.*
- RICHARD NICHOLAS HUBBELL, B.A., *University of Vermont, Bennington, VT; Medical Center Hospital of Vermont, Burlington, VT.*
- DAVID INDENBAUM, B.A., *Columbia College, New York, NY; State University of New York, Upstate Medical Center, Syracuse, NY.*
- MARK ALAN KANDUTSCH, B.A., *Dartmouth College, Bar Harbor, ME; Framingham Union Hospital, Framingham, MA.*
- ROBERT IRA KENDALL, B.A., *Duke University, Hannawa Falls, NY; Vanderbilt University Hospital, Nashville, TN.*
- ROBERT MICHAEL KERSHNER, A.B., M.S., *Boston University, University of Vermont, Burlington, VT; University of Arizona Medical Center, Tucson, AZ.*
- ROLAND JOSEPH LARRABEE, JR., B.A., *University of Maine at Orono, Brownville Junction, ME.; Lancaster General Hospital, Lancaster, PA.*
- THOMAS FRANCIS LEVER, B.S., *University of Maine at Orono, Mexico, ME; University of Virginia Medical Center, Charlottesville, VA.*
- DENISE JEANNE L'HEUREUX, B.S., *University of Maine at Orono, Sanford, ME; Pacific Medical Center, Presbyterian Hospital, San Francisco, CA.*

- JOHN HENRY LUNDE, B.S., *University of Vermont, Port Washington, NY; Medical Center Hospital of Vermont, Burlington, VT.*
- MARIA JACOBA van MANEN MACK, B.S., *University of Vermont, Vergennes, VT; Medical Center Hospital of Vermont, Burlington, VT.*
- REBECCA CHAGRASULIS MCGEE, B.A., *University of Chicago, Casco, ME; Greenville Hospital System, Greenville, SC.*
- DANA FRANCIS MCGINN, B.A., *University of Vermont, Brattleboro, VT; Framingham Union Hospital, Framingham, MA.*
- MARK EDWARD MCGOVERN, A.B., *Princeton University, Portland, ME; St. Vincent's Hospital, New York, NY.*
- JAMES GERARD McNAMARA, B.S., M.S., *SUNY at Stony Brook; New York University, Commack, NY; Yale-New Haven Medical Center, New Haven, CT.*
- MARK H. MIROCHNICK, B.S., *Dickinson College, East Meadow, NY; Boston City Hospital, Boston, MA.*
- WARREN HARRIS MORGAN, B.A., B.S., *University of Massachusetts, Bennington, VT; Milton S. Hershey Medical Center, Hershey, PA.*
- PAUL MAURICE MORIN, B.A., M.S., *University of Maine at Orono, University of Vermont, Fort Kent, ME; Eastern Maine Medical Center, Bangor, ME.*
- KATHRYN LUCINDA MOYER, B.A., *University of Vermont, Wilimington, VT; Kaiser Foundation Hospital, Los Angeles, CA.*
- KENNETH EARL NAJARIAN, B.S., *St. Lawrence University, Johnston, RI; St. Luke's Hospital, Denver, CO.*
- JOHANNES CHRISTIAN NUNNINK, B.A., *Indiana University, Burlington, VT; Medical Center Hospital of Vermont, Burlington, VT.*
- JAMES H. NUOVO, JR., B.A., *University of Vermont, South Burlington, VT; Madigan Army Medical Center, Tacoma, WA.*
- JENNIFER FOX NUOVO, B.A., *Barnard College, Avoca, NY; Madigan Army Medical Center, Tacoma, WA.*
- CARLTON THOMAS PHELPS, A.B., *Harvard College, Rutland, VT; George Washington University Hospital, Washington, DC.*
- LORI MARGARET RADKE, A.B., *Dartmouth College, Orono, ME; Hartford Hospital, Hartford, CT.*
- STUART NELSON RICE, B.S., *University of Pennsylvania, Hartsdale, NY; The New York Hospital, New York, NY.*
- JAMES ANTHONY RUSSELL, B.A., *University of Vermont, Rutland, VT; Medical Center Hospital of Vermont, Burlington, VT.*
- PATRICIA ANN ST. JOHN, B.A., *Queens College of the City University of New York, Queens Village, NY; R.E. Thomason General Hospital, Texas Tech. School of Medicine, El Paso, TX.*



- ANDREW JAY SAMACH, B.S., *University of New Hampshire, Rockville Centre, NY; Medical Center Hospital of Vermont Burlington, VT.*
- HOWARD MARC SCHAPIRO, B.S., M.S., *State University of New York at Buffalo, Hewlett, NY; Medical Center Hospital of Vermont, Burlington, VT.*
- JAMES ERNEST SENSECQUA, A.B., *Bowdoin College, Standish, ME; University of Colorado Medical Center, Denver, CO.*
- STEPHEN MICHAEL SHEA, B.A., *University of Notre Dame, Bennington, VT; Los Angeles County-University of Southern California Medical Center, Los Angeles, CA.*
- WILBUR LESLIE SHRINER III, B.A., *University of Vermont, Montclair, NJ; Deaconess Hospital of Buffalo, Buffalo, NY.*
- LOUISE HARRISON SPARKS, B.A., B.S., *University of Washington, Stowe, VT; Boston City Hospital, Boston, MA.*
- NORMAN VAUGHN STURTEVANT, B.S., *Massachusetts Institute of Technology, Waterville, ME; Medical Center Hospital of Vermont, Burlington, VT.*
- BEN LORRIN SUEOKA, B.S., *University of Vermont, Pelham, NY; Tripler Army Medical Center, Tripler, HI.*
- DANIEL E. TULIP, B.A., *University of Vermont, St. Albans, VT; Marshfield Clinic/St. Josephs, Marshfield, WI.*
- DAVID JOSEPH UNDERHILL, B.S., *Providence College, Warwick, RI; New England Medical Center, Boston, MA.*
- ROBERT O. WESTCOT II, B.A., *University of Vermont, Rutland, VT; Danbury Hospital, Danbury, CT.*
- GARY MARTIN ZARET, B.A., *Pomona College, Tustin, CA; University of Missouri Medical Center, Columbia, MO.*
- DAVID ZACHARY ZEILER, B.A., M.S., *State University of New York at Buffalo, North Massapequa, NY.; Strong Memorial Hospital, Rochester, NY.*

## Academic Awards and Honors -1980

**Alpha Omega Alpha:** *The motto of Alpha Omega Alpha is "worthy to serve the suffering." Students elected to this Honor Society have, in the opinion of their classmates and the faculty, given promise of becoming leaders in their profession.*

Martin L. Black

Paul A. Boepple

Jeryl K. Dansky

Cathleen O. Doane

Kevin A. Downs

Marshall Forstein

Rebecca A. Foulk

John P. Garner

Thomas F. Lever

Maria J. Mack

Mark E. McGovern

James G. McNamara

**\*William Eustis Brown Alumni Award:** *Awarded on the basis of broad cultural interests and loyalty to the College of Medicine.*

Marshall Forstein

**Carbee Medical Award:** *For greatest proficiency in the field of Obstetrics.*

Kevin Alan Downs                      Andrew Jay Samach

**Century Club Prize for Undergraduate Research:**

Robert Michael Kershner

**Lamb Fellowship Awards:** *For the students who best exemplify the highest ideals of physician-patient relationship.*

Cheryl Marlene Coffin              Rebecca Ann Foulk              Marshall Forstein

**Herbert Martin, Sr., Award:** *To the graduating senior who has shown the greatest proficiency in the field of Neurology.*

Kevin Alan Downs.

**\*Upjohn Award:** *To the student whose compassion and appreciation for patients' needs promise distinguished service in the care of the sick.*

Linda Sue Hermans              Warren Harris Morgan

**Sandoz Award:** *For excellence in Psychiatry.*

Marshall Forstein

**Surgical Residents Essay Prize:**

To be announced

**Century Club Prize in Pediatrics:** *Awarded for the greatest promise in the practice of Pediatrics.*

Thomas Francis Lever

**Woodbury-Alumni/Century Club Prizes:** *For outstanding clinical proficiency in Medicine.*

James Ernest Sensecqua

**Woodbury-Alumni/Century Club Prizes:** *For outstanding clinical proficiency in Surgery.*

Daniel Elwyn Carr

**Hiram Buttles Award:** *For excellence in Pathology.*

Jeryl Kay Dansky

**Class Awards:**

<i>Resident of the Year</i>	<i>Department of the Year</i>	<i>Teacher of the Year</i>
Michael H. Mason, M.D.	Pediatrics	Ernest M. Reit, D.V.M., Ph.D.

*\*Awarded by vote of their classmates.*

## Class of 1981

- John Roque Anton  
U. C. Berkeley  
Putney, VT
- Ernest Michael Bove  
UVM  
Rutland, VT
- Thomas Francis Breen, Jr.  
Williams College  
South Burlington, VT
- Paul Rutter Cain  
UVM  
Burlington, VT
- Robert Jean Carbonneau  
Boston College  
Lewiston, ME
- Thomas Francis Certo  
Fairfield University  
Hayworth, NJ
- Jocelyn Deborah Chertoff  
Brown University  
New York, NY
- William George Cioffi, Jr.  
UVM  
St. Albans, VT
- Kimball Gardner Clark  
Union College  
Bennington, VT
- Robert Bruce Cochran  
UVM  
Richmond, VT
- Jonathan Foster Cook  
Middlebury College  
Rutland, VT
- Mark Stephen Cooper  
UVM  
Gardiner, ME
- Mark George Costopoulos  
UVM  
Winooski, VT
- Anthony James Cusano  
Cornell University  
West Hempstead, NY
- Philip Joseph Davignon  
UVM  
Burlington, VT
- Beth Miriam Dollinger  
McGill University  
Schenectady, NY
- David Craig Dreyfuss  
Colgate University  
Valley Stream, NY
- Peter Bern Dyck  
Cornell University  
Underhill, VT
- Joseph John England  
Providence College  
Cranston, RI
- James Frederick Evans  
UVM  
Essex Junction, VT
- Steven James Fisher  
Brown University  
Barre, VT
- George Christian Fjeld  
UVM  
Brandon, VT
- Paul Douglas Fournier  
UVM  
Wilder, VT
- Thomas Freund  
UVM  
Rutland, VT
- Thomas Mayhew Frey  
Yale University  
Norwich, VT
- David John Gacetta  
UVM  
Barre, VT
- Craig Wendell Gage  
UVM  
Rochester, VT
- Charles Labe Garbo  
UVM  
Burlington, VT
- Jay Howard Garten  
Dartmouth College  
Wantagh, NY
- Roslynn Sue Glicksman  
Boston University  
Barrington, RI
- James Francis Haas  
Queens College of the City  
University of New York  
Glendale, NY
- David Gould Hall  
Gordon College  
Freeport, ME
- Harald James Henningsen  
UVM  
North Bennington, VT
- Ronald Craig Holt  
Dartmouth College  
Springfield, MA
- Thomas Borut Humar  
McGill University  
South Burlington, VT
- Ann Elisabeth Jillson  
Bowdoin College  
Rockland, ME
- Wilhelm Harald Kalweit  
State University of New  
York at Plattsburgh  
West Chazy, NY
- Lawrence Charles Kaplan  
Bowdoin College  
Camden, ME
- Don Kerson  
Brown University  
Flushing, NY
- Michael Anthony Kilgannon  
Saint Joseph's College  
New City, NY
- Jacques Gedeon Laroche  
University of Maine at  
Portland-Gorham  
Jackman, ME
- Bruce Jason Leavitt  
University of Maine at Orono  
Waterville, ME
- Anne Marie Eileen Lemire  
University of Maine at Orono  
Old Orchard Beach, ME
- Thomas Hugh Lewis  
Manhattan College  
Bronx, NY
- Theodore Francis Logan  
Colby College  
Scarborough, ME
- Margery Stickney McCrum  
Brown University  
West Brattleboro, VT
- Catherine McKegney  
Brown University  
Burlington, VT
- Douglas Gordon MacDonald  
University of Pennsylvania  
New York, NY
- Priscilla Sarah Martin  
Colby College  
Lewiston, ME
- David Pell Meeker  
Dartmouth College  
Shelburne, VT
- Paul Anthony Meunier  
United States Military Academy  
Burlington, VT
- Michael Louis Miccolo  
UVM  
Montpelier, VT

- Peter Simon Millard  
Amherst College  
South Windham, ME
- David George Millay  
Bowdoin College  
Bowdoinham, ME
- Virginia Marie Miller  
Russell Sage College  
Voorheesville, NY
- Angela Lillian Moutafi  
Hunter College  
Astoria, NY
- John Michael North  
University of Rhode Island  
Coventry, RI
- Sande Perlis  
Queens College of the City  
University of New York  
Reno Park, NY
- Alfred Curtis Piel  
Bowdoin College  
Forest Hills, NY
- Louis Bernard Polish  
Lehigh University  
Bala Cynwyd, PA
- Joseph Brian Quinn  
Dartmouth College  
Massapequa Park, NY
- Martin Ira Radwin  
State University of New  
York at Stony Brook  
Brooklyn, NY
- John Milne Richey  
Dartmouth College  
Barre, VT
- Lloyd Keith Richless  
State University of New  
York at Albany  
Rutland, VT
- Frederick Bolles Rogers  
Williams College  
Stephentown, NY
- Robert Alan Ruben  
Brandeis University  
Longmeadow, MA
- Elliot Harvey Rubin  
University of Rochester  
Franklin Square, NY
- Gary Lee Schillhammer  
Dartmouth College  
Montpelier, VT
- Daniel Jay Silverman  
State University of New  
York at Binghamton  
Rosedale, NY
- Clifton Delos Smith, Jr.  
Bates College  
Westbrook, ME
- Donald Dale Smith  
University of Maine  
at Orono  
South Hamilton, ME
- Dale Donald Stafford  
University of Michigan  
Stowe, VT
- Kimberly Stearns  
University of  
Pennsylvania  
Williston, VT
- Peter Stern  
UVM  
Bronxville, NY
- Sean O'Brien Stitham  
Dartmouth College  
Dover-Foxcroft, ME
- Betsy Lee Sussman  
University of Colorado  
Burlington, VT
- Stephen Raymond Sutherland  
Seminary College of Our Lady  
of Providence  
North Smithfield, RI
- Susan Patricia Torey  
Yale University  
Brewer, ME
- David William Towne  
Middlebury College  
Arlington, VT
- Floyd Trillis, Jr.  
Ohio State University  
Pittsburgh, PA
- Leslie Neil Tripp  
University of New Hampshire  
Saco, ME
- E. Jeffrey Violette  
University of Maine at Orono  
Augusta, ME
- Andrew Seth Weber  
Cornell University  
Little Neck, NY
- Thomas Joseph Whalen, III  
Amherst College  
North Ferrisburg, VT
- James Mason Worthington  
UVM  
Cranston, RI

## Class of 1982

- Victor William Acquista  
*Cornell University  
Brooklyn, NY*
- Kimberly Anne Aikens  
*Middlebury College  
Birmingham, MI*
- Kevin Paul Andrews  
*UVM  
Winooski, VT*
- Robert Allan Barlow, Jr.  
*Haverford College  
Andover, MA*
- Mark Howard Beers  
*Tufts University  
Holtsville, NY*
- Joseph Lawrence Benoit  
*University of Maine  
Bangor, ME*
- Ira Mark Bernstein  
*Union College  
Jericho, NY*
- Ronald David Blatt  
*S.U.N.Y., Albany  
Jamaica, NY*
- Paul Bloomberg  
*Cornell University  
Northampton, MA*
- Sandralee Ann Blosser  
*UVM  
So. Burlington, VT*
- Christine Marie Boulanger  
*McGill University  
So. Burlington, VT*
- Dana Gordon Briggs  
*University of Maine  
Bangor, ME*
- George Sloan Bryan III  
*University of Michigan  
Ann Arbor, MI*
- Jay P. Burns  
*Dartmouth College  
Northport, NY*
- Margaret Helen Burroughs  
*Mount Holyoke College  
Essex Junction, VT*
- Susan Faye Burroughs  
*Mount Holyoke College  
Essex Junction, VT*
- Wade Alan Bushman  
*Amherst College  
Warwick, RI*
- Christopher Bryan Caldwell  
*Bowdoin College  
Portland, ME*
- David Louis Castellone  
*Boston College  
Providence, RI*
- C. Edward Clark, Jr.  
*Middlebury College  
Burlington, VT*
- Joseph Edward Corbett, Jr.  
*Middlebury College  
Burlington, VT*
- James Isaac Couser, Jr.  
*Dartmouth College  
Farmington, ME*
- Jerold Alfred Derkaz  
*Boston University  
Warwick, RI*
- David Homer Dietel  
*Colorado College  
Norwich, VT*
- Mark Gerard Doherty  
*UVM  
Richmond, VT*
- Glenn Howard Englander  
*S.U.N.Y., Buffalo  
Rosedale, NY*
- Milo Crotona Engoren  
*Rensselaer Polytechnic  
Institute  
Lynbrook, NY*
- Marian Fireman  
*Cornell University  
Hampton Bays, NY*
- James Clinton Foster  
*University of Maine  
Scarborough, ME*
- Ann Rose Gabriele  
*Brown University  
Providence, RI*
- Jamie Lisa Gagan  
*UVM  
Westbrook, ME*
- Gary Glenn Gammon  
*Massachusetts Institute of  
Technology  
South Berwick, ME*
- Ann Margo Hanlon  
*Mount Holyoke College  
Augusta, ME*
- Lisbet Margareta Hanson  
*UVM  
South Burlington, VT*
- Robert Dunning Harris  
*Middlebury College  
Carlisle, PA*
- Thomas Dana Hayward  
*Bowdoin College  
Cape Elizabeth, ME*
- Jane Tracy Horton  
*Dartmouth College  
South Burlington, VT*
- Edward Hall Jaccoma  
*Fairfield University  
Kennebunk, ME*
- Gary Edward Kalan  
*Tufts University  
White Plains, NY*
- Isaac Leigh Kaplan  
*New York Polytechnic  
Institute  
Far Rockaway, NY*
- Margaret Khouri  
*Marlboro College  
Shelburne, VT*
- James Benton Kilgour  
*University of Maine  
Rockland, ME*
- Daniel Young S. Kim  
*Haverford College  
Norwich, VT*
- Peter Knight King  
*Dartmouth College  
Groveland, FL*
- Paul Henry Kispert  
*University of Rhode Island  
Kenyon, RI*
- Peter Harald Krauth  
*Dartmouth College  
Northfield, VT*
- Eric Christian Larsen  
*Harvard University  
Northfield, VT*
- William Paul Lero, Jr.  
*Harvard University  
Bristol, RI*
- Peter Eric Levanovich  
*Middlebury College  
Springfield, VT*
- Henry Allen Luban  
*University of Virginia  
Chappaqua, NY*
- Martha Field McCarty  
*Bowdoin College  
Fairfield, ME*
- John Joseph McCormick  
*UVM  
Winooski, VT*
- David Montgomery McKay  
*Brown University  
Burlington, VT*

- David Michael Maccini  
UVM  
Burlington, VT
- Gail Ann Manning  
UVM  
Randolph, VT
- David Kenneth Murdock  
UVM  
Bradford, VT
- Terence Dwight Naumann  
UVM  
Jonesville, VT
- John Randolph O'Meara  
UVM  
Waterville, ME
- Stephanie Ines Paziienza  
Providence College  
East Greenwich, RI
- Foster Ian Phillips  
Kenyon College  
Woodmere, NY
- Michael Norman Pierce  
State University of New  
York at Binghamton  
Forest Hills, NY
- Lindsay Mitchell Poole  
Princeton University  
Cape Elizabeth, ME
- Robin Michael Pritham  
University of Lowell;  
University of Maine  
Greenville Junction, ME
- Wendie Margaret Puls  
Lehigh University  
Freedom, ME
- Diane Carol Rippa  
Harvard University  
Burlington, VT
- David Lucien Roy  
UVM  
Vergennes, VT
- Edward Anthony Rufus, Jr.  
Dartmouth College  
New Cumberland, PA
- Anthony Arthur Salerno  
UVM  
Rutland, VT
- Michael Robert Saxe  
Oberlin College  
South Burlington, VT
- Frederic Paul Schlusell  
State University of New  
York at Stony Brook  
Jericho, NY
- Deena Jane Shapiro  
Wellesley College  
Lewiston, ME
- Robert Lewis Shaw  
University of Maine  
Bangor, ME
- William Thomas Schockcor  
UVM; Skidmore College  
Woodstock, VT
- Priscilla Shube  
Brown University  
Elmont, NY
- Timothy Thomas Soncrant  
Massachusetts Institute  
of Technology  
Toledo, Ohio
- Margaret Eva Sowerwine  
Radcliffe College  
Columbia Falls, ME
- Mark John Stenclik  
State University of New  
York at Albany  
Clarence, NY
- Linda Hood Strang  
Wellesley College  
East Corinth, VT
- William T. Strater  
Tufts University  
Ogunquit, ME
- Frank Stanley Szmalc, Jr.  
Clark University  
East Haven, CT
- Mark Alan Tannenbaum  
Cornell University  
North Woodmere, NY
- Roderic Ellis Tinney  
UVM  
South Hero, VT
- Deborah Irene Towle  
University of Maine  
Gray, ME
- Scott Winthrop Treworgy  
Massachusetts College of  
Pharmacy  
Calais, ME
- George William Weightman  
U.S. Military Academy  
Eden Mills, VT
- Gary David Wendell  
University of Pennsylvania  
Bayside, NY
- George Phillip White, Jr.  
Brown University  
Cranston, RI
- James Edward Whitford, Jr.  
Duke University  
Dansville, NY
- David Jeffrey Wlody  
Harvard University  
Brooklyn, NY
- Helaine Ruth Wolpert  
University of Virginia  
Windsor, VT
- Michael Peter Young  
Yale University  
Orono, ME



## Class of 1983

- Lawrence Dale Atherton  
Dartmouth College  
South Burlington, VT
- Linda Pistocco Atherton  
Swarthmore College  
East Greenwich, RI
- Sara Ellen Avery  
Middlebury College  
Barre, VT
- Robert Abilio Baldor  
UVM  
Barre, VT
- James Edward Bane  
Brown University  
Providence, RI
- Christopher Dean Beaty  
University of Washington  
Burlington, VT
- Mary Mosher Beerworth  
University of Massachusetts  
at Amherst  
Newport, VT
- Gary Robert Berk  
Brown University  
East Meadow, NY
- Gwen Marie Bogacki  
UVM  
Chelmsford, MA
- Caron Frances Bove  
Cornell University  
Burlington, VT
- Deborah Anne Bradley  
UVM  
So. Burlington, VT
- Robert James Campbell  
Union College  
Biddeford, ME
- Jeffrey Peter Colnes  
Connecticut College  
Warren, VT
- Robert Michael Coughlin  
University of Connecticut  
Essex Junction, VT
- Mark Ellsworth Covey  
Hamilton College  
Middlebury, VT
- Douglas Ted Cromack  
U.S.M.A. - West Point  
Johnson, VT
- Ross Alan Dykstra  
University of California -  
Berkeley  
San Francisco, CA
- Morris Earle, Jr.  
UVM  
New Haven, VT
- Joseph Anthony Farina, Jr.  
University of Rhode Island  
Cranston, RI
- Michael Gordon Farnsworth  
UVM  
Springfield, VT
- Katherine Barrett Frantz  
Swarthmore College  
Woods Hole, MA
- Paul Ronald Frewin  
Oral Roberts  
Waterville, ME
- Keiji Fukuda  
Oberlin College  
Barre, VT
- Diane Mary Georgeson  
Bates College  
Oneonta, NY
- David Randall Greenberg  
University of Rochester  
Syracuse, NY
- Mark Alan Guilfoose  
Utah State University  
Burlington, VT
- James Alfred Harding  
UVM  
Essex Junction, VT
- Pamela Ann Harrop  
Boston College  
West Warwick, RI
- Ronald Charles Hartfelder  
University of California -  
Irvine  
Huntington Beach, CA
- Edward Paul Havranek  
Cornell University  
Baldwinsville, NY
- David Poythress Heilner, Jr.  
UVM  
Blue Hill, ME
- Frederick Hong  
Columbia College  
Jamaica Estates, NY
- Edward Schurr Horton, Jr.  
Dartmouth College  
So. Burlington, VT
- Steven Joseph Huber  
Dartmouth College  
Waterville, ME
- Mark Richard Iverson  
UVM  
Rutland, VT
- Frederick John Jaccarino, Jr.  
Dartmouth College  
Bristol, RI
- Brian Michael Jumper  
Bowdoin College  
Bath, ME
- Steven Eugene Klein  
Queens College  
Reno Park, NY
- K. Michael Kurt  
UVM  
Charlotte, VT
- Joseph Charles Kvedar  
UVM  
Barre, VT
- Joel David Lafleur  
Bowdoin College  
Auburn, ME
- Richard Paul Lafleur  
University of Arizona  
No. Springfield, RI
- Daniel Wilder Larrow  
UVM  
Burlington, VT
- Frank William Lavoie  
McGill University  
Lewiston, ME
- James Stephen Limanek  
Holy Cross  
Burlington, VT
- Leigh Steward Lopresti  
Amherst College  
Smithtown, NY
- Douglas William Losordo  
UVM  
Middlebury, VT
- Karla Marie Ludwig  
UVM  
Burlington, VT
- Lynn Marie Luginbuhl  
Williams College  
So. Burlington, VT
- John Hugh Lyons  
Middlebury College  
Norwich, VT
- Bruce Andrew Maslack  
Dartmouth College  
Poultney, VT

- Anne Marie Massucco  
UVM  
Bellows Falls, VT
- Maureen Ann McGovern  
St. Louis University  
Narragansett, RI
- John Paul Meserve  
Cornell College  
Randolph, ME
- Stanley Joseph Miller, III  
Williams College  
Wayne, PA
- Brian Paul Mills  
University of Maine  
at Orono  
Augusta, ME
- Scott Douglas Mills  
Bowdoin College  
Auburn, ME
- Howard Hayim Mizrachi  
Columbia University  
Far Rockaway, NY
- Doreen Moreira  
S.U.N.Y., Albany  
Greenlawn, NY
- Richard Albert Morse  
UVM  
Rutland, VT
- David Thomas Morwood  
UVM  
Winooski, VT
- Michael Raymond Narkewicz  
Dartmouth College  
Shelburne, VT
- Patrick William O'Connell  
University of Notre Dame  
Burlington, VT
- John Jacob Orloff  
Dartmouth College  
Waterville, ME
- Blake Martin Paterson  
Tufts University  
Manchester, VT
- Stephen Russell Payne  
Tufts University  
St. Johnsbury, VT
- Douglas Taylor Phelps  
Cornell University  
Rutland, VT
- Jeremy Westgate Pierce  
UVM  
Springfield, VT
- George Thomas Pouravelis  
Boston College  
Biddeford, ME
- Fortunato (Fred) Procopio  
Brown University  
E. Greenwich, RI
- Robert Thoades Quimby  
Dartmouth College  
Essex Junction, VT
- Henry Michael Rinder  
Yale University  
Baltimore, MD
- James Gary Rose  
University of Maine  
at Presque Isle  
Orono, ME
- Bennett K. Schwartz  
Brandeis University  
Portland, ME
- Joshua David Schwartz  
University of Pennsylvania  
Henlett Harbor, NY
- Albert John Sinusas  
Rensselaer Poly. Inst.  
Huntington Station, NY
- Susan Rebecca Sirota  
Cornell University  
Glen Cove, NY
- Mark S. Siskind  
Hobart College  
Bayside, NY
- David Francis Smith  
St. Bonaventure University  
Rochester, NY
- Mark Anthony Socinski  
UVM  
Rutland, VT
- Cheryl Bunker Soncrant  
Wellesley College  
Bar Harbor, ME
- Susan Marie Sorensen  
UVM  
North Bennington, VT
- Richard Stanton Sprague  
Bowdoin College  
Orono, ME
- Harriet Anne Squier  
Smith College  
No. Clarendon, VT
- William Frederick Taylor  
Michigan State University  
Orono, ME
- Mario Testani, Jr.  
S.U.N.Y., Buffalo  
West Babylon, NY
- Carol Leah Thayer  
Cornell University  
Hastings, NY
- Benjamin Means Thompson  
Tufts University  
So. Portland, ME
- Rosanna Concetta Trabucco  
Adelphi University  
Great Neck, NY
- Kathleen Frances Varadi  
Merrimack College  
Waterville, ME
- James Joseph Vrendenburgh  
University of Virginia  
Chappaqua, NY
- Paul Richard Webb  
Union College  
Cobleskill, NY
- Thomas Patrick Whelan  
Columbia University  
Flushing, NY
- Peter Wojdylo  
Hofstra University  
Elmont, NY
- Jeffrey Allen Zesiger  
Dartmouth College  
New York, NY
- Mark Michael Ziter  
Dartmouth College  
Brattleboro, VT

## Class of 1984

- Lucille Poulin Ackert  
*University of Maine/Orono*  
*Winslow, ME*
- Charles Francis Adams, Jr.  
*UVM*  
*Brewer, ME*
- Mark Richard Albertini  
*UVM*  
*Burlington, VT*
- Eduardo Joaquin Anorga  
*University of California/*  
*Santa Cruz*  
*San Pedro, CA*
- David Richard Austin  
*Bowdoin*  
*Pittsfield, ME*
- Roland Euclid J. Baker  
*University of Maine/*  
*Fort Kent*  
*Madawaska, ME*
- Charles J. Bernstein  
*UVM*  
*Bennington, VT*
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## THE OATH OF HIPPOCRATES

*I solemnly pledge myself to consecrate my life to the service of humanity.*

*I will give to my teachers the respect and gratitude which is their due;*

*I will practice my profession with conscience and dignity;*

*The health of my patient will be my first consideration;*

*I will respect the secrets which are confided to me;*

*I will maintain by all the means in my power, the honor and the noble traditions of the medical profession;*

*My colleagues will be my brothers and sisters;*

*I will not permit considerations of religion, nationality, race, party politics or social standing to intervene between my duty and my patient;*

*I will maintain the utmost respect for human life; even under threat. I will not use my medical knowledge contrary to the laws of humanity.*

*I make these promises solemnly, freely and upon my honor.*



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